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EXERCISES IN ENGLISH

BY

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Sept 14 1925

By EDWIN C. WOOLLEY

HANDBOOK OF COMPOSITION

A Compendium of Rules regarding Good English, Grammar, Sentence Structure, Paragraphing, Manuscript Arrangement, Punctuation, Spelling, Essay Writing, and Letter writing. xxi+239 pages.

THE MECHANICS OF WRITING

A Compendium of Rules regarding Manuscript Arrangement, Spelling, the Compounding of Words, Abbreviations, the Representation of Numbers, Syllabication, the Use of Capitals, the Use of Italics, Punctuation, and Paragraphing. xxxi+396 pages.

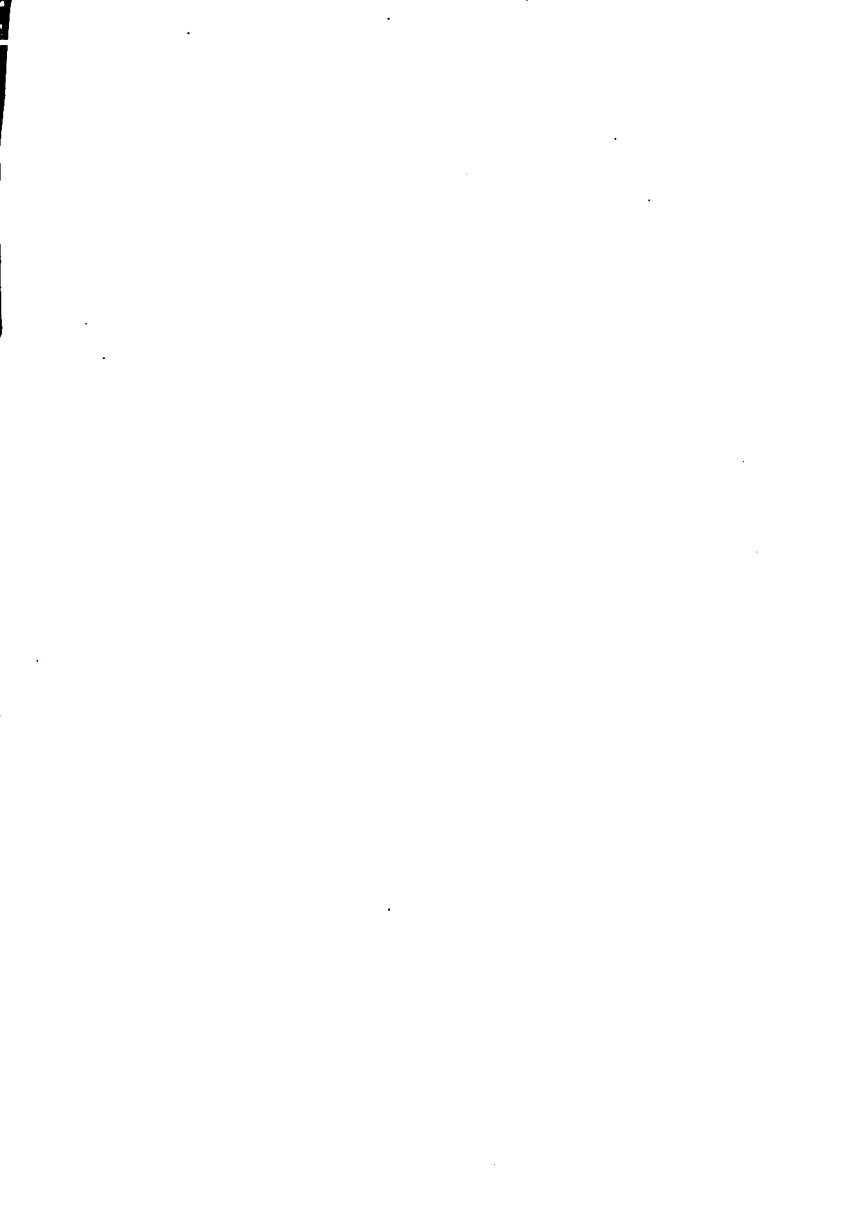
EXERCISES IN ENGLISH

A Classified Series of Exercises for Drill in the Elementary Principles of writing English. xxviii+147 pages.

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By D. C. HEATH & Co.

PRODUCT of a myriad various minds and contending tongues, compact of obscure and minute associations, a language has its own abundant and often recondite laws, in the habitual and summary recognition of which scholarship consists. A writer, full of matter he is before all things anxious to express, may think of those laws, the limitations of vocabulary, structure, and the like, as a restriction; but, if a real artist, will find in them an opportunity. His punctilious observance of the proprieties of his medium will diffuse through all he writes a general air of sensibility, of refined usage. . . The attention of the writer in every minutest detail [is] a pledge that it is worth the reader's while to be attentive too; that the writer is dealing scrupulously with his instrument, and therefore, indirectly, with the reader himself also; that he has the science of the instrument he plays on—perhaps, after all, with a freedom which in such case will be the freedom of a master.

— PATER, *Style*.



PREFACE

THE purpose of this book is to furnish apparatus for drill in the elementary principles of English speaking and writing. It is not intended that the whole series of exercises shall constitute a single course to be followed through consecutively by a class or by a student. Rather, the book is intended to be a magazine of material of many kinds, from which students and teachers may take whatever suits their various needs and purposes.

Each exercise, except numbers 225-232, can be done in writing and in a period of time not longer than is ordinarily required for an English theme. And the directions to the student are given as for written exercises, and in such specific terms that, if a teacher wishes an exercise to be done in writing, he need only cite a number; the task — by no means easy — of telling the student just what to do is transferred from the teacher to the book. Most of the exercises, however, can also be used for oral and blackboard work in class; those dealing with sentence-structure will, I hope, be found especially useful for this purpose.

The principles to be applied in the several exercises are in some cases set forth in this book; in other cases the student is referred to dictionaries or to my two books entitled *Handbook of Composition* (H.) and *The Mechanics of Writing* (M.). There are two hundred exercises which can be used independently of the *Handbook* and *The Mechanics*. In the case of eighty of these the principles to be applied are either stated in this book or cited by reference to dictionaries. The remaining one hundred and twenty are, to be sure, prefaced by references to the

Handbook or *The Mechanics*; but since they concern such matters as grammatical science, the rules of syntax, reference, the fundamentals of sentence-structure, and mixed metaphors, they may be used to supplement the teaching of many other books than the two cited.

May I call the attention of those who are acquainted with these two manuals to certain differences between them and the present book? First, there are in the present book a number of rules of practice not presented in either of the other two; these rules are contained in the following sections:

1-12	65	93	123	152
18, 19	70-74	105, 106	135	156
23, 24	79	112	137	231
36-41	83	114, 115	139, 140	232
54	85	118	142	

Some of these are corollaries of rules given in the *Handbook*; for instance, compare the following sections of the *Handbook* (H.) and the present book (E.):

- H. 29 and E. 79, concerning grammatical agreement.
- H. 60 and E. 115, concerning reference.
- H. 76 and E. 135, concerning awkward change of voice.
- H. 77 and E. 118, concerning collocation of modifiers.
- H. 85 and E. 123, concerning split infinitive.
- H. 94 and E. 137, 139, concerning ungrammatical coördination.
- H. 97 and E. 140, concerning illogical coördination.
- H. 125 and E. 156, concerning redundancy.

In the second place, this book furnishes exercises in grammatical science and terminology (see sections 13-16), whereas the other two furnish only explanatory material on those subjects. In the third place, the present book provides exercises in a number of principles which are stated in the *Handbook*, but accompanied by no apparatus for drill, or by only a meager apparatus. For instance:

PREFACE

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	Sections in Handbook	Exercises in present book
Squinting modifiers	81	120
Incorrect omissions.....	90 <i>a-g</i>	124-128
Dangling modifiers	62-70	130-136
Coördination	94-97	137-142
Upside-down subordination	108-110	143
Parallelism	111-115	144-148
Redundance	125	156
Logical agreement	117	149-155
Mixed metaphors.....	22, 23	157
Miscellaneous faulty expressions ..	4, 5, 24-40, and Glossary	17-109, <i>passim</i>
Letter-writing	304-350	223, 224
Pronunciation	Appendix C	225-232

The character of most of the exercises and the arrangement of the book as a whole have been to a large extent determined by the purpose of providing a means by which teachers could give special help to individual students.

In nearly every class in composition there are a number of students in sore need of special training in some of the elementary processes of writing — for example, observance of the rules of grammar, the use of participles, coördination in sentences, the idiomatic combination of words, spelling, punctuation, etc. These various individual needs it is difficult for the teacher to supply. He cannot, for the sake of one student, put the whole class through a course of training which only that one requires. He cannot train privately, outside the class, those members who need special training, each in a different subject. He can perhaps send deficient students into a class of lower grade; but this is a most unsatisfactory expedient, for it could happen only by accident that at the time of the transfer the lower class should be engaged on the particular subjects in which the students are deficient. He can, by the careful and laborious correction of themes, inform such students of their particular deficiencies, and

counsel them how to improve their writing; but the disheartening experience of finding, after months of such correction, that much of his labor has been wasted teaches him that in such cases mere information and counsel, not followed up by discipline, is of little use.

Considering these facts, I have tried to furnish an apparatus through which, in the cases in question, a teacher can assign to any individual student a course of study and practice specially suited to his peculiar needs — a course which shall concentrate the student's attention upon just those principles in which he is deficient, shall by abundant illustration make those principles clear, and shall fix them in his practice by exercises compelling him to give them more than momentary thought. I have tried to devise a means by which a teacher can lay out a course of this kind in any subject, large or small, wherein he may find a student so deficient as to need special drill — in grammar, for instance, or in a small department of grammar, such as the agreement of verb and subject, or the use of *who* and *whom*, or the inflection of strong verbs; in the organization of sentences, or in parallelism, or in parallelism between the members of a series; in punctuation, or in the difference between the comma and the period. Without the use of printed apparatus the labor of drawing up clear directions for a special course of this kind — to say nothing of several different courses — would be too much for a teacher to undertake. By means of this book I have tried to make it possible for a teacher to lay out such a course, with full and complete directions for each lesson and each exercise, in five or ten minutes. This he can do by merely selecting the assignments he wishes the student to follow, and citing them by number. The exercises written in conformity to these assignments may be received in lieu of the themes which the student would write if he were following the regular programme of the class, or in addition to those themes, according to circumstance.

The book may also be used in this way for assigning "make-up" work to students who at the end of an English course are "conditioned" because of some elementary deficiency. Every such student, instead of being left without guidance as to what he should do to reform his English, and being subjected, at the end of three or six months, to a general examination having no relation to the deficiencies on account of which he was "conditioned" — instead of being dealt with in this way, he should receive an assignment for a special course of study and practice, to the end that something definite may be done toward accomplishing the desired reform. This, again, is impossible for teachers to arrange without printed apparatus. I hope that they will find it not only possible but easy to help students in this way by means of the present book.

In assigning special courses to individual students, teachers will in many cases wish the technical exercises to be interspersed with original work. The assignment of such work will be facilitated by sections 216-222. To illustrate: a teacher may assign to a student who needs special drill in parallelism the following programme:

- Theme 144a, a technical exercise.
- " 144b, " " "
- " 219c, an original composition.
- " 144d, a technical exercise.
- " 145, " " "
- " 219f, an original composition.
- " 146a, a technical exercise.
- " 147b, " " "
- " 216b, an original composition.
- " 148b, a technical exercise.
- " 219b, an original composition.

E. C. W.

MADISON, WISCONSIN
April, 1911.



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DETAILED SYNOPSIS

Numbers in black-faced type designate study assignments.
Numbers in light-faced type designate themes.

THE USE OF A DICTIONARY

1. Advantages of large dictionaries over small
 1. Report
2. Words branded by dictionaries as bad English.
 2. Report
3. Colloquialisms
 3. Report
4. Part of speech of the word sought
 4. Report
5. *Transitive or intransitive* to be observed
 - 5a. Report
 - 5b. Report
6. Definition to be read as a whole
 - 6a. Report
 - 6b. Report
 - 6c. Report
7. Idiomatic construction to be sought
 - 7a. Report
 - 7b. Report
8. Limitation of words to special uses
 8. Report
9. Thorough understanding of abbreviations, etc.
 9. Report
10. Inflectional forms, how found
 - 10a. Report
 - 10b. Report
11. Plurals, how found
 11. Report
12. Use of the hyphen in dictionaries
 12. Report

GRAMMATICAL SCIENCE AND TERMINOLOGY

13. Parts of speech
 - 13a. Words to be classified
 - 13b. Words to be classified
 - 13c. Pronouns of different kinds
 - 13d. Lists to be made
14. Inflection
 - 14a. Case and number
 - 14b. Case and number
 - 14c. Comparison
 - 14d. Transitive and intransitive
 - 14e. Conjugation
 - 14f. Conjugation
 - 14g. Participles and gerunds

DETAILED SYNOPSIS

15. Chief constructions of the substantive
- 15a. Analysis into subject and predicate
 - 15b. Substantives to be parsed
 - 15c. Substantives to be parsed
 - 15d. Substantives to be parsed
 - 15e. Substantives to be used in prescribed constructions
 - 15f. Analysis of sentences
 - 15g. Substantives to be parsed
 - 15h. Absolute and participial phrases
 - 15i. Appositives to be added
 - 15j. Gerunds and participles
16. Clauses
- 16a. Independent clauses
 - 16b. Classification of dependent clauses
 - 16c. Clause constructions to be exemplified
 - 16d. Clauses to be classified
 - 16e. Clauses to be classified

CORRECT ENGLISH

LEXICAL CORRECTNESS

Correct Words

17. *Burgle, burglarize, tasty, preventative, illy, complected, overly*
17. Correct equivalents to be used
18. *Restitute, fake*
18. Correct equivalents
19. *Retrogress, firstly, undoubtedly, anywhere, everywhere, nowhere, somewhere*
19. Correct equivalents
20. *Phone, photo, auto, gent, pants, most, way, ad*
20. Correct equivalents

Words in Correct Senses

21. *Lay, lie, raise, rise, set, sit*
21a. Correct use to be exemplified
21b. Correct use to be exemplified
22. *Accept, except*
22a. Correct use
Affect, effect
22b. Correct use
Principal, principle
22c. Correct use
23. *Leave for let*
23. Use of *let*
24. *Substitute*
24. Correct use
25. *Barn, bunch, crowd, can, I guess, calculate, loan, locate, misuse of*
25. Correct equivalents to be used

26. *Endorse, balance, bank on, take stock in, lines, mean, most, out loud, misuse of*
26. Correct equivalents
27. *Outside of, propose, put in, quite a few, quite a little, no good, no use, size up, misuse of*
27. Correct equivalents
28. *Cute, cunning, date, deal, depot, down, misuse of*
28. Correct equivalents
29. *Snap, swell, take in, on the side, peek, posted, misuse of*
29. Correct equivalents
30. *Contemptible, contemptuous; continual, continuous; disinterested, uninterested; fix, arrange, repair*
30. Correct use to be exemplified
31. *Aggravate, exasperate; borrow, lend; can, may; coincidence, incident*
31. Correct use
32. *Less, fewer; liable, likely; loan, lend; mad, angry*
32. Correct use
33. *Former, first; latter, last; indulge, engage; mutual, common*
33. Correct use
34. *Notorious, famous; observance, observation; not to exceed, not more than; disinterested, uninterested*
34. Correct use
35. *Partake of, eat; propose, purpose; species, specie; less, fewer*
35. Correct use
36. *Learn, teach; practical, practicable; criticize, censure; luxurious, luxuriant*
36. Correct use
37. *Addicted, subject; literally, positively; conscience, consciousness; conscious, conscientious; genial, congenial*
37. Correct use
38. *Instance, instant, incident; enormity, enormousness; portion, part; barbarous, barbaric*
38. Correct use
39. *Credible, credulous, creditable; incredible, incredulous; exceptional, exceptionable; leave, let*
39. Correct use
40. *Ingenious, ingenuous; respectful, respectable, respective; allude, refer; convince, persuade*
40. Correct use
41. *Stimulus, stimulant; relation, relationship; council, counsel; transpire, occur; demean, degrade*
41. Correct use
42. *Lay, lie; affect, effect*
42. Correct use
43. *Characteristic, element, factor, quality, feature, phase, proposition, trend*
43. Correct use
44. *Elegant, fine, nice, grand, lovely, awful*
44a. Correct use
44b. Better words to be substituted

GRAMMATICAL CORRECTNESS

Correct Parts of Speech

45. Adjectives misused for adverbs
45a. Adjectives and corresponding adverbs to be used

- 45b. Adjectives in *ble* (e. g., *probable*) and corresponding adverbs
- 45c. Faulty sentences to be corrected
- 45d. Faulty sentences to be corrected
- 46. *Any place, loan, near by, real, per cent., down, etc.*, in wrong parts of speech
 - 46. Correct use to be exemplified
- 47. *Real* misused for adverb
 - 47a. Correct equivalents to be used
 - 47b. Faulty sentences to be corrected
- 48. *Like* misused
 - 48a. *As* and *like* to be distinguished
 - 48b. Faulty sentences to be corrected
- 49. *Due to* misused
 - 49. Faulty sentences to be corrected

Inflection

Nouns

- 50. *Data, strata, phenomena*
 - 50. Correct use to be exemplified
- 51. *Species*
 - 51. Correct use
- 52. *Ways, woods, falls*
 - 52a. Faulty sentences to be corrected
 - 52b. Correct use
- 53. Possessive case; improper use of
 - 53a. Faulty sentences to be corrected
 - 53b. *Of which* to be substituted for *whose*
- 54. "One of the men's wife" for *the wife of one of the men*
 - 54. Faulty sentences to be corrected

Verbs

- 55. *Shall* and *will*
 - 55. Blanks to be filled
- 56. *Ought*
 - 56a. Correct use to be exemplified
 - 56b. Correct use to be exemplified
- 57. "Would of," etc., for *would have*, etc.
 - 57a. Use of the correct forms
 - 57b. Faulty sentences to be corrected
- 58. "Had have" and "would have" for *had* in past perfect
 - 58a. Faulty sentences to be corrected
 - 58b. Use of the correct form
- 59. "I done" and "I seen"
 - 59a. Use of the correct forms
 - 59b. Faulty sentences to be corrected

- | | |
|-------------------------------------|--|
| 60. "Knowned," "threwed," "blowed" | 60. Use of the correct forms |
| 61. <i>Drown</i> | 61. Use of the correct forms |
| 62. <i>Dive</i> | 62. Use of the correct forms |
| 63. <i>Shine</i> | 63. Use of the correct forms |
| 64. "Proven" | 64. Use of <i>proved</i> |
| 65. <i>Burst, cast</i> | 65. Use of the correct forms |
| 66. <i>Break, freeze, tear</i> | 66. Use of the correct forms |
| 67. <i>Write, rise, ride, drive</i> | 67. Use of the correct forms |
| 68. <i>Sing, ring, begin, etc.</i> | 68. Use of the correct forms |
| 69. "Have went" | 69. Use of <i>have gone</i> |
| 70. <i>Come, become</i> | 70. Use of the correct forms |
| 71. "Has fell" | 71. Use of <i>has fallen</i> |
| 72. <i>Tread</i> | 72. Use of the correct forms |
| 73. "Have gave" | 73. Use of <i>have given</i> |
| 74. "Ladened," "strickened" | 74. Use of the correct forms |
| 75. "You was" | 75a. Use of <i>you were</i>
75b. Use of <i>you were</i> |

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Agreement

- | | |
|---|---|
| 76. Verb and subject | 76a. Intervening words
76b. Verb preceding subject
76c. <i>There are, there were, etc.</i>
76d. Verb preceding subject |
| 77. Nouns joined by <i>with, as well as, etc.</i> | 77. Faulty sentences to be corrected |
| 78. Subjects joined by <i>or, nor, etc.</i> | 78. Faulty sentences to be corrected |
| 79. <i>One of the men who. . .</i> | — plural verb
79. Faulty sentences to be corrected |
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| 81. <i>Each, every, etc.</i> | 81. Blanks to be filled |

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| 82. Nominative and objective | 82a. General exercise; blanks to be filled
82b. <i>Who</i> misused for <i>whom</i>
82c. <i>Who</i> or <i>whom</i> to be determined |
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- Relation of Tenses
 83. *May* and *might*
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 84b. Faulty sentences to be corrected
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 84e. Practice in sentence-organisation
 84f. Practice in sentence-organisation
 84g. Practice in sentence-organisation
- Idiom*
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 85a. Unidiomatic sentences to be corrected
 85b. Unidiomatic sentences to be corrected
 85c. Unidiomatic sentences to be corrected
 85d. Unidiomatic sentences to be corrected
 86. *Avail, doubt, charge, contemplate, deal, demand*
 86. Idiomatic use to be exemplified
 87. *Different*
 87a. Unidiomatic sentences to be corrected
 87b. Practice with the correct idiom
 87c. *Other than* to be used
 88. *Etc.*
 88. Idiomatic use to be exemplified
 89. *Such persons or things as*
 89. Idiomatic use
 90. *Such THAT* (result)
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 91. *Superior, inferior*
 91. Idiomatic use
 92. *Prefer, preferable*
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 93. *No sooner . . . THAN; and hardly . . . WHEN*
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 94. *Too* and *very* modifying participles
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96. "Seldom ever," "rarely ever"
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 98. "In back of"
98. Use of *behind*
 99. *Relate* and *discuss*
99. Idiomatic use
 100. *Treat* (= deal with a subject)
100. Idiomatic use
 101. *It was at such and such a time THAT . . .*
101. Idiomatic use
 102. "Remember of"
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 103. *Reverend*
103. Idiomatic use
 104. *In search of*
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 105. "In the year of 1910"
105. Idiomatic use of *in the year so and so*
 106. "Tend to"
106. Idiomatic use of *tend* and *attend*
 107. Double negative
107. Faulty sentences to be corrected
 108. Incorrect negation with *hardly*, etc.
108. Faulty sentences to be corrected
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109. General review
109. General exercise

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110. Clear reference in general
 - 110a. Faulty reference to be corrected
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 - 110c. Faulty reference to be corrected
 - 110d. Faulty reference to be corrected
 - 110e. Faulty reference to be corrected
111. *It* used indefinitely and ambiguously
 - 111a. Faulty reference of *it* to be corrected
 - 111b. Faulty reference of *it* to be corrected
112. *Which* (relative) without antecedent
 112. Faulty reference of *which* to be corrected
113. Reference to words not expressed
 113. Faulty reference to be corrected

DETAILED SYNOPSIS

- 114. Plural pronoun referring to singular antecedent
 - 114a. Faulty reference to be corrected
 - 114b. Faulty reference to be corrected
- 115. Reference to adjectival or component noun
 - 115. Faulty reference to be corrected

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Unity

- 116. Stringy sentences
 - 116a. Stringy sentences to be broken up
 - 116b. Stringy sentences to be broken up

Order of Sentence Members

- 117. General principle
 - 117a. Faulty order to be amended
 - 117b. Practice in precise collocation
 - 117c. Practice in precise collocation
- 118. Troublesome modifiers placed at the beginning of a sentence
 - 118. Practice in the device
- 119. General principle (review)
 - 119a. Faulty order to be amended
 - 119b. Faulty order to be amended
- 120. Squinting modifiers
 - 120. Squinting to be eliminated
- 121. Position of relative clauses
 - 121. Faulty order to be amended
- 122. Split infinitives
 - 122a. Faulty order to be amended
 - 122b. Faulty order to be amended
- 123. Modifier of infinitive placed before to
 - 123. Practice in the device.

Incorrect Omissions

- 124. Omission of auxiliaries
 - 124. Faulty sentences to be corrected
- 125. Omission of principal verb
 - 125. Faulty sentences to be corrected
- 126. Omission of *than* and *as* clauses
 - 126. Faulty sentences to be corrected
- 127. Omission of modifying phrases
 - 127. Faulty sentences to be corrected
- 128. Omission of plural noun
 - 128. Faulty sentences to be corrected
- 129. Omission of *that* in result clause following *so*
 - 129. Faulty sentences to be corrected

Dangling Modifiers

Participles

- 130. Introductory participial phrases
 - 130a. Dangling participles to be eliminated
 - 130b. Dangling participles to be eliminated
- 131. Concluding participial phrases of result — especially with *thus*
 - 131. Dangling participles to be eliminated
- 132. *Caused by* phrases
 - 132. Dangling "caused by" to be eliminated
- 133. General principle
 - 133. General exercise in participles

Gerund and Infinitive Phrases

- 134. Dangling gerund phrases
 - 134. Faulty sentences to be corrected
- 135. Gerunds and infinitives with change of voice
 - 135a. Faulty sentences to be corrected
 - 135b. Faulty sentences to be corrected

Elliptical Clauses

- 136. Dangling elliptical clauses
 - 136a. Faulty sentences to be corrected
 - 136b. Faulty sentences to be corrected

Coordination

Ungrammatical Coordination

- 137. *And, but, or* joining elements not grammatically coordinate
 - 137a. Faulty sentences to be corrected
 - 137b. Faulty sentences to be corrected
- 138. "And which"
 - 138. Faulty sentences to be corrected
- 139. "Which and"
 - 139. Faulty sentences to be corrected

Illogical Coordination

- 140. Illogical *and, but, and or* clauses
 - 140a. Faulty sentences to be corrected
 - 140b. Faulty sentences to be corrected

Excessive Coordination

- 141. Disadvantage of lack of subordination
 - 141a. Compound sentences to be made complex
 - 141b. Compound sentences to be made complex

Clearness of Coördination

- 142. Long coördinate elements to begin similarly
 - 142a. Practice in the device
 - 142b. Practice in the device

Subordination

- 143. Upside-down subordination with *when*
 - 143. Faulty sentences to be corrected

Parallelism

- 144. General principle
 - 144a. Practice in applying
 - 144b. Practice in applying
 - 144c. Practice in applying
 - 144d. Practice in applying, with elements enumerated or announced
- 145. Series of phrases
 - 145. Faulty sentences to be corrected
- 146. General principle (review)
 - 146a. Long sentences to be organized by means of parallelism
 - 146b. Long sentences to be organized by means of parallelism
- 147. Correlation
 - 147a. Practice in applying the rule
 - 147b. Practice in applying the rule
- 148. Misuse of series-form *a, b, and c*
 - 148a. Faulty sentences to be corrected
 - 148b. Faulty sentences to be corrected

Logical Agreement

- 149. General principle
 - 149. Practice in applying
- 150. Confusion of a thing with an appurtenance of it
 - 150. Illogical statements to be corrected
- 151. Logical use of *cause* and *reason*
 - 151. *Cause* and *reason* to be logically used
- 152. *Because* misused for *the fact that* or *that*
 - 152. *The fact that* and *that* to be logically used
- 153. Logical use of *subject* and *topic*
 - 153. *Subject* and *topic* to be logically used
- 154. Logical answers to questions on literature
 - 154. Illogical answers to be corrected
- 155. General principle (review)
 - 155a. Illogical statements about books, etc., to be corrected
 - 155b. Predicate not in logical accord with subject

- 155c. Illogical statements to be corrected
- 155d. Illogical statements to be corrected
- 155e. Illogical statements to be corrected
- 155f. Illogical statements to be corrected

Redundances

- 156. Waste of words by independent assertion
 - 156a. Groups of scrappy sentences to be reduced each to one sentence
 - 156b. A passage of scrappy sentences to be reduced to four sentences

MIXED FIGURES

- 157. Harmony of figures
 - 157a. Incongruity between figures
 - 157b. Figures not carried out

MECHANICS

SPELLING

- 158. Doubling of final consonants
 - 158. Application of the rules
- 159. Dropping and retaining of final *e*
 - 159. Application of the rules
- 160. Final *y*
 - 160. Application of the rules
- 161. *Lying, etc., studying, etc., suddenness, etc.*
 - 161. Application of the rules
- 162. *Finally, etc., accidentally, etc. heroically, etc.*
 - 162. Application of the rules
- 163. Plurals and present third singulars in *s* and *es*
 - 163. Application of the rules
- 164. Endings *ful, ous, el* and *le, ey*
 - 164. Application of the rules
- 165. Prefixes *al* and *de*; *all right*
 - 165. Application of the rules
- 166. *Accept, except; advice, advise; device, devise*
 - 166. Exercises in distinguishing
- 167. *Affect, effect; already, all ready*
 - 167. Exercises in distinguishing
- 168. *Lead, led; lose, loose*
 - 168. Exercises in distinguishing
- 169. *Principal, principle*
 - 169. Exercises in distinguishing
- 170. *Proceed, precede, etc.*
 - 170. Exercises in distinguishing
- 171. *Receive, believe, etc., to, too, two*
 - 171. Exercises in distinguishing
- 172. *Angel, angle; clothes, cloths*
 - 172. Exercises in distinguishing
- 173. *Costume, custom; drowned, drowning, etc.*
 - 173. Exercises in distinguishing
- 174. *Formerly, formally; hear, here*
 - 174. Exercises in distinguishing
- 175. *Incident, incidence; later, latter*
 - 175. Exercises in distinguishing

176. *Past, passed; quiet, quite*
 176. Exercises in distinguishing
 177. *Than, then; there, their; woman, women*
 177a. Exercises in distinguishing
Disappear, disappoint; professor, etc.; business
 177b. Exercises for fixing in mind
 178. General review
 178. Dictation exercise

COMPOUNDING OF WORDS

179. Words to be hyphenated
 179a. Application of the rules
 179b. Application of the rules
 180. Words to be written solid
 180a. *Myself, whoever, etc.*
 180b. *Together, instead, nevertheless, etc.*
 181. Incorrect compounding of *each other, in order, no one, etc.*
 181. Exercises for fixing in mind
 182. Incorrect compounding of *a while, some time, any way*
 182. *A while and awhile; some time and sometime; any way and anyway*
 183. The hyphen with numerals — *twenty-one, one hundred, one-hundred-and-third, three-fourths, etc.*
 183a. Application of the rules
 183b. Application of the rules

ABBREVIATIONS

184. Rules concerning abbreviations
 184. Improper abbreviations to be eliminated

REPRESENTATION OF NUMBERS

185. What numbers should be spelled out, what figured
 185a. Application of the rules
 185b. Application of the rules

SYLLABICATION

186. Principles of syllabication
 186a. Miscellaneous examples
 186b. Prefixes
 186c. Suffixes
 186d. Doubled consonants
 186e. Digraphs *th, ch, sh, etc.*

CAPITALS

187. Sundry rules
 187a. Days, months, seasons
 187b. Words of race and language
 187c. General exercise in application of the rules
 188. Sundry rules
 188. Lines of verse

ITALICS

189. Titles of books, etc.
 189. Application of the rules

PUNCTUATION

190. Introduction. The cardinal fact: distinction between end and interior punctuation
 - 190a. Distinction between end and interior punctuation
 - 190b. Distinction between end and interior punctuation
 - 190c. Distinction between end and interior punctuation
191. A working system of punctuation
 - 191a. Practice in applying the seven working rules
 - 191b. The same continued
 - 191c. The same continued
 - 191d. The same continued
192. End punctuation
 192. Practice in applying the rules
193. Comma fault
 193. Comma fault to be corrected
194. Erroneous junction
 194. Practice in applying the rule
195. Intervening words
 195. Practice in applying the rule
196. Conjunctive adverbs, end punctuation with (review)
 196. Practice in applying the rule
197. Coördinate elements
 197. Practice in applying the rules
198. Restrictive and non-restrictive modifiers
 198. Practice in applying the rules
199. Semicolon as end mark (review)
 199. Practice in use of semicolon
200. Adverbial modifiers, especially phrases and clauses
 200. Adverbial clauses preceding principal
201. End punctuation (review)
 201. Use of semicolon; virtual predications
202. Appositives
 202. Appositives, miscellaneous and introduced by, *namely*
203. End punctuation (review)
 203. Conjunctive adverbs, and *in fact*
204. Parenthetic elements
 204. Vocatives; geographical expressions and dates
205. Adverbial clauses and coördinate clauses (review)
 205. Practice in applying the rules
206. Superfluous commas
 206. Superfluous commas to be eliminated.
207. Conjunctive adverbs (review)
 207. Practice in applying the rule
208. Period fault
 208. Period fault to be corrected
209. Restrictive and non-restrictive clauses (review)
 209. Practice in applying the rule

210. The apostrophes
- 210a. Possessive singular and plural
 - 210b. Possessive of nouns in *s*; general exercise
 - 210c. *Its, ours, yours, etc.*
211. Conjunctive adverbs (review)
- 211. Practice in applying the rule
212. Quotations
- 212a. Quotations with *said he* interpolated, *said he* final
 - 212b. Quotations with *said he* interpolated, semicolon after *said he*
 - 212c. Miscellaneous quotations with *said he* interpolated
 - 212d. Question and exclamation-marks with quotation-marks
213. End and interior punctuation (review)
- 213. End or interior punctuation to be determined
214. End and interior punctuation with *for example, that is, etc.* (review)
- 214. Practice in applying the rule
215. The colon (review)
- 215. Use of the colon

PARAGRAPHING

216. The fundamental principle
- 216a. Application to passage on the Indian
 - 216b. Application to essay on use and care of something (500 words)
217. The Canon of Unity
- 217a. Application to passage on the humor of Addison
 - 217b. Application to essay on qualifications for a pursuit (500 words)
218. The Topic Rule
- 218a. Application to passage on Addison in Italy
 - 218b. Application to essay explaining a process (500 words)
219. The Canon of Advantage
- 219a. Application to passage on enlargement of vocabulary
- Application to essays:*
- 219b. Defence of something (500 words)
 - 219c. Objection to something (150 words)
 - 219d. Farm or city life in winter (150 words)
 - 219e. Farm or city life in summer (150 words)
 - 219f. An entertainment (150 words)

- 219g. A new place (150 words)
- 219h. A dangerous plight (150 words)
- 219i. An interesting stranger (150 words)
- 219j. A disagreeable person (150 words)
- 220. The same continued
 - 220a. Application to passage on a dream of a farm
- Application to essays:
 - 220b. Art of doing something (500 words)
 - 220c. A city or town (500 words)
- 221. Errors of paragraphing
 - 221a. Errors to be corrected
 - 221b. Errors to be corrected
- 222. Paragraphing of direct quotations
 - 222a. Passage on Professor Collins
- Essays:
 - 222b. Breakfast table (200 words)
 - 222c. Instance of tact (200 words)
 - 222d. Jolly experience (200 words)

LETTER-WRITING

- 223. The composition of letters
 - 223. Specified letters to be written
- 224. Mechanical directions — folding, enclosing, etc.
 - 224. Specified letters to be written and folded and enclosed in specified ways

PRONUNCIATION

- 225. Words accented on wrong syllable
 - 225. Passage to be read aloud
- 226. Words in which vowels are mispronounced
 - 226. Passage to be read aloud
- 227. The same class continued
 - 227. Passage to be read aloud
- 228. The same class continued
 - 228. Passage to be read aloud
- 229. Words mispronounced by omission or addition
 - 229. Passage to be read aloud
- 230. Sundry words
 - 230. Passage to be read aloud
- 231. Sundry words
 - 231. Passage to be read aloud
- 232. The long *u* sound in *new, due, Tuesday*, etc.
 - 232. Passage to be read aloud

ABBREVIATIONS

- H. *The Handbook of Composition.*
M. *The Mechanics of Writing.*

EXERCISES IN ENGLISH

THE USE OF A DICTIONARY

1. The best dictionaries are Webster's International Dictionary, the Century Dictionary, the Standard Dictionary, and Murray's New English Dictionary. There are numerous short dictionaries — such as Webster's Collegiate Dictionary, Webster's High School Dictionary, the Student's Standard Dictionary — produced by omitting much material given in the unabridged dictionaries. Any of these short dictionaries is far inferior, for the purposes of a student of English, to an unabridged dictionary. The larger volume gives fuller explanations and examples showing how words are actually used. These explanations and examples, dispensed with in the shorter works, the student cannot well do without. — **Theme 1:** Look up each of the following words both in an unabridged dictionary and in an abridged one, and write a report showing how much more fully and clearly the larger volume explains the use of each word than the smaller one does: *avail, aversion, comment, decoction, ingratiate, ludicrous, neutral, sardonic, satiate, sequester*. State the exact title and the publisher of each of the dictionaries consulted.

Large dictionaries superior to small

2. A word is not proved to be correct English by the mere fact that it is found in a dictionary, for the modern dictionary explains numerous slang words and other incorrect words. But incorrect words defined in a dictionary are clearly marked as incorrect by such

Words designated as bad English

expressions as *obsolete*, *slang*, *cant*, *dialectal*, *low*, *vulgar*, printed after the definition. In consulting a dictionary for the standing of a word, observe whether it is marked with one of the above-mentioned expressions. —

Theme 2: Look up the following words in an unabridged dictionary; read all that the dictionary says about each word; and write a report discussing each word and stating what sort of English it is: *deal* in the sense of *bargain*, *enthuse*, *resurrect*, *to down*, *complected*, *preventative*, *jell*, *sleeper* meaning *sleeping car*, *to wire*, *illy*, *to vamose*, *brace up*, *humbug*, *boodle*, *pal*, *rampage*, *parson*, *to duck*, *rough it*, *cavort*, *scrumptious*, *in cahoots*, *right off*, *right along*, *grouch*, *swipe*, *swell* (adj.). State the exact title and the publisher of the dictionary consulted.

Collo-
quialisms

3. Opposite many words in a dictionary is printed *Colloquial*. This means that the word is not found — or very seldom found — in the written English of good authors. A word marked *Colloquial*, then, is unfit for use in formal composition. — **Theme 3:** Look up the following words in an unabridged dictionary; write a report stating whether each word is fit for use in formal composition, and if not, what word is preferable: *cute*, *tantrum*, *gumption*, *proxy*, *whoop*, *to butt*, *duds*, *skin-flint*, *boss*, *rum* (adj.), *to peek*, *to fix*, *a fix*, *hired help*, *ninney*, *hustle*, *gullet*, *rooster*, *ruction*, *dude*, *graft* (political), *to collar*, *to wallop*, *stunt*, *twaddle*, *scrappy*, *materialize*, *crank* (a person), *flabbergast*, *cantankerous*. State the exact title and the publisher of the dictionary consulted.

Part of
speech of
the word
sought

4. In consulting a dictionary about a word, always notice what part of speech the word belongs to. This is indicated by an abbreviation following the word. The abbreviations (*a.* for *adjective*, *n.* for *noun*, etc.)

are explained in the front part of the dictionary. —

Theme 4: Look up the following words in a dictionary; write a report stating what part of speech each word belongs to, and illustrating the correct use of the word: *illicit, impugn, vacillate, burgeon, brawn, riparian, tact, writhe, cowardly, dual, gyrate, rift, vagary, adept, invective, vitiate*.

5. In consulting a dictionary about a verb, always notice whether the verb is transitive or intransitive. If transitive, a verb is followed by *v. t.*; if intransitive, by *v. i.* — **Theme 5a:** Look up the following verbs in a dictionary; write a report stating whether each verb is transitive or intransitive, and illustrating the correct use of each verb: *dismay, deviate, recant, procrastinate, banter, retract, vibrate, harass, acclimate, ingratiate, stipulate*. — **Theme 5b:** Write a report stating whether each of the following verbs is transitive or intransitive, and illustrating by original examples the correct use of each verb: *capitulate, locate, disaffect, metamorphose, concur, demur, debilitate, debouch, vitiate, lay, raise, accede, desist, acquiesce, coalesce*.

Verb
transitive
or intransitive?

6. In consulting a dictionary about the use of a word, try not merely to get a general idea of the meaning of the word, but to discover within what *limits of meaning* the word is confined. To this end read the definition *as a whole*; do not pick out a single synonym and suppose that this and the word defined are interchangeable. *Cut* is defined thus: "To separate the parts of with, or as with, a sharp instrument; to make an incision in; to gash; to sever; to divide." To pick out the last synonym ("to divide") and reason that since *cut* means *divide*, one may say "I will cut the money among them" would be absurd. What *cut* means is ascertained not from one synonym taken

Definition to be read as a whole

Thorough understanding of abbreviations, etc.

9. See that you understand every statement, every abbreviation, every mark which you find under the word you are investigating. Use the list of abbreviations and the explanatory notes in the front part of the dictionary. — Theme 9: Study the following definitions:

Petty (-tĭ), a. [Compar. **PETTIER** (-tĭ-ĕr); superl. **PETTIST.**] [OE. *petit*, F. *petit*. Cf. **PETIT.**] Little; trifling; inconsiderable.

Improvise (im'prō-vīz), v. t. [imp. and p. p. **IMPROVISED** (-vīzd); p. pr. and vb. n. **IMPROVISING.**] [F. *improviser*, It. *improvvisare*, fr. *improviso* unprovided, sudden, extempore, L. *improvisus*; pref. *im* not + *provisus* foreseen, provided. See **PROVISO.**] To compose, recite, or sing extemporaneously.

Run . . . 14. To conduct; to manage; to carry on; as, to run a factory. [Colloq. U. S.]

Runt . . . 4. The dead stump of a tree. [Obs. or Prov. Eng.]

Pope, n. [AS. *papa*, L. *papa*, father, bishop. Cf. **PAPA**, **PAPAL.**]

1. Any ecclesiastic, esp. a bishop. [Obs.]

Gules, n. (Her.) The tincture red.

Article, v. i. To agree; to stipulate. [R.]

The, adv. By how much; by so much; used before comparatives; as, the colder it is, the happier I am.

Incident, a. [L. *incidens*, -*entis*, p. pr. of *incidere* to fall into or upon; pref. *in-* in, on + *cadere* to fall; cf. F. *incident*. See **CADENCE.**] Falling or striking upon, as a ray of light upon a reflecting surface.

Write a report answering the following questions:

1. The information given concerning *improvise* consists of five parts: first, the expression in parentheses following *improvise*; second, the expression "v. t."; third, the first bracketed part; fourth, the second bracketed part; fifth, the remainder. What five sub-

jects are treated in these five parts (answer very briefly)? 2. What information is conveyed by the bracketed part under *incident* (answer fully and clearly)? 3. Under *incident* what does "see CADENCE" mean? for what purpose is the reader told to look up the word *cadence*? 4. What does "(-ty)" after *petty* mean? 5. What is meant by the numbers 14 and 4 under *run* and *runt*? 6. What information is conveyed by the bracketed expression under *run* (explain fully and clearly)? 7. Tabulate the following abbreviations and write opposite each its meaning:

- a., compar., superl., OE., F., cf. (under *petty*)
- v. t., imp., p. p., p. pr., vb. n., It., fr., L., pref. (under *improvise*)
- obs., prov. Eng. (under *runt*)
- n., AS. (under *pope*)
- Her. (under *gules*)
- v. i., R. (under *article*)
- adv. (under *the*)

10. Usually only the chief inflectional form of a regularly inflected word is entered alphabetically in a dictionary; for other forms look under the chief form. — **Theme 10a:** Look up the following words in a dictionary; write a report stating where each word is found; if you find any entered alphabetically, state why it is entered: *birds, boxes, oxen, leaves, picknicking, dazzled, woods, happier, maddest, sourer, stole, killed, went, stood, cliffs, saddling, studying, chid.* — **Theme 10b:** Answer the following questions by means of a dictionary, and state where in the dictionary the information on each point can be found: 1. Which is correct — *he sang*, or *he sung*? 2. *I dreamed*, or *I dreamt*? 3. *It is froze*, or *it is frozen*? 4. *A dollar was bet*, or *was betted*? 5. *It is proved*, or *it is proven*?

Inflectional forms, how found

6. *I have drank*, or *I have drunk*? 7. *I have swam*, or *I have swum*? 8. *He has long lain unconscious*, or *long laid unconscious*? 9. *He spit* (past tense), or *he spat*?

Plurals,
how
found

11. Usually plurals regularly formed are not given in a dictionary. If no plural is given, the inference is that the plural consists of the singular plus *s* or *es*. Whether *s* or *es* is to be added is explained in the front part of the dictionary. — **Theme 11:** Look up the following words in a dictionary; write a report stating what is the plural of each word, what plurals are given in the dictionary and what not: *road, wheel, glass, bunch, sheep, cannon, datum, phenomenon, stratum, species, index, penny, die, freak, flash, wolf, leaf, lady, attorney, tract*.

Use of
hyphen in
diction-
aries

12. Hyphens printed short and light in a dictionary are used only to show the division of a word into syllables; they should not be used in writing the word. A hyphen that should be used when the word is written is printed large and heavy. — **Theme 12:** Look up the following words in a dictionary; then copy the list writing the words correctly — with or without hyphens:

passerby	somebody
halfbreed	whoever
halfmoon	without
childlike	withstand
childhood	overcome
eagleeyed	together
whatever	whenever
yourself	outside
somewhat	moreover
notwithstanding	nowadays
instead	overcoat
nevertheless	outburst
inasmuch	offspring
selfpossessed	afternoon

GRAMMATICAL SCIENCE AND TERMINOLOGY

13. Study in the Grammatical Vocabulary of H. or M. the entries under the following titles: Parts of speech, Substantive, Adjective, Verb, Adverb, Preposition, Conjunction, Interjection. — **Theme 13a:** Tabulate all the words in lines 1–13 of the essay printed in small type on page 132 of this book, and write opposite each word the name of its part of speech. — **Theme 13b:** Classify and tabulate all the words in lines 14–26 of the essay above cited; make a list of the nouns, a list of the pronouns, a list of the adjectives, a list of the verbs, a list of the adverbs, a list of the prepositions, a list of the conjunctions, and a list of the interjections if there are any. — **Theme 13c:** Make a list of five personal pronouns, four demonstrative pronouns, three relative pronouns, three interrogative pronouns, and three indefinite pronouns. Also tabulate all the pronouns in *Diversified Industries*, on page 140, and state opposite each one what kind of pronoun it is. — **Theme 13d:** Make a list of ten nouns designating things met with in a high school; ten verbs relating to college life; ten adjectives naming qualities that a clerk may possess; ten adverbs naming modes in which a debater may speak or act; ten prepositions; ten conjunctions; ten interjections.

14. Study in the Grammatical Vocabulary of H. or M. the entries under the following titles: Number, Inflection:

- Inflection:** Case, Comparison, Transitive, Voice, Mode, Indicative, Infinitive, Gerund, Participle, Tense. — **Theme 14a:** Tabulate all the nouns and pronouns in the first twenty-five lines of *An Abbreviated Voyage*, on page 134 of this book, and write opposite each the case and number. — **Theme 14b:** Write the nominative plural of *college, boot, state, wolf, tiger, I, she, who, this, that*; the possessive singular of *hero, John, cow, president, I, it, who, father*; the objective singular of *ink, it, statue, elephant, who, she, I, he, house, engine*; the possessive plural of *senator, captain, ox, woman, girl, policeman, it, she, who, sailor*. — **Theme 14c:** Write the positive, the comparative, and the superlative of *fair, kindly, beautiful, ugly, preposterous, comfortable, maliciously, fraudulent, sour, bright, swiftly, good, bad, wise, fiercely, industriously*. — **Theme 14d:** Tabulate all the verbs in *Merryweather and Company*, on page 135 of this book, and indicate which are transitive and which intransitive. — **Theme 14e:** Study pages 379-384 of M., or pages 213-218 of H. Write the following verbs at the top of a sheet of paper: *go, debate, write, freeze*; write below each verb its active indicative present third singular, its active indicative past third singular, its active subjunctive present third singular, its active conditional present third singular, its active potential present third singular, its active obligative perfect third singular, its active indicative perfect third singular, its passive indicative present third singular, its passive subjunctive present third singular, its passive indicative perfect third singular, its active imperative, its active present participle, and its past participle. — **Theme 14f:** Write eighteen sentences containing respectively *hoist* and *jump* in the perfect indicative active, *stumble* and *knock* in the past-perfect indicative active,
- Nouns and pronouns**
- Adjectives and adverbs**
- Verbs**

kill and *cure* in the past indicative passive, *pursue* and *benefit* in the present indicative passive, *leave* and *throw* in the perfect conditional, *tie* and *place* in the perfect active participle, *soak* and *blacken* in the perfect passive participle, *help*, *go*, *work*, and *build* in the perfect obligative (using *ought*). — **Theme 14g:** Write ten sentences containing respectively the present active participles of *write*, *blow*, *sneeze*, *pay*, *come*, *run*, *sell*, *study*, *burn*, and *ride*; and ten other sentences containing respectively the gerunds of the same verbs.

15. Study in the Grammatical Vocabulary of H. or M. the entries under the following titles: Subject, Object, Predicate complement, Appositive, Absolute, Modify, Phrase, Construction. — **Theme 15a:** Draw a vertical line through the center of a sheet of paper: copy the first ten sentences of *The Brigands of Bosnia*, on page 132 of this book, putting the complete subject of each sentence at the left and the complete predicate at the right of the vertical line; underline the bare subject and the bare predicate. — **Theme 15b:** State the construction of every noun and pronoun in the following passage: "David Wicks was a Yankee, whose ancestors had settled in Salem, that quaint old city, before John Adams was born. He was as clever a sea-captain as you could find, all merchants who traded in the East acknowledging that he had no superior; whether he had even an equal was doubted by many. On one famous voyage Wicks, hearing that a mutiny was threatened, harangued the men until they burst into tears, his eloquence having reduced them to a pulp." — **Theme 15c:** State the construction of every noun and pronoun in the following passage: "The army not exceeding thirty thousand men, Bruce, who was one of the ablest generals of his time, saw

Construc-
tions of
substan-
tives

Analysis
into sub-
ject and
predicate

Substan-
tives to be
parsed

Substan-
tives to be
parsed

that he must supply by strategy what he lacked in numbers. His line having been drawn up on high ground, the English could reach him only by way of a bog in which dangerous holes had been hidden by brushwood. His defence on the south was a brook, Bannockburn, which had banks so rocky that no troops could climb them. Bruce told his men that those who did not mean to fight to the last must leave the field before the battle began." — Theme 15d:

State the construction of every noun and pronoun in the following passage: "Arnold, an architect of great ability, planned the house, and Burke, who was a contractor, built it. The workmen, all foreigners, demanded that higher wages be paid to them. Burke, being an obstinate man, refused their demand, which seemed to him a piece of insolence, the wages asked being twice as large as they should be, in his opinion. It was winter before the dispute was settled, both sides agreeing to compromise." — Theme 15e: Write

Substan-
tives to be
used in
prescribed
construc-
tions

seventeen sentences respectively containing *house* and *fish* used as subjects of active verbs; *cigar* and *book* used as subjects of passive verbs; *boat*, *tennis*, and *preacher* used as predicate nouns; *grocer*, *fruit*, and *fire* used as appositives; *street*, *ball*, and *giraffe* used as objects of verbs; *heaven*, *bird*, and *pencil* used as objects of prepositions; *Cæsar*, *sister*, and *fatigue* used as absolute nouns. — Theme 15f: State which of the following expressions contain no subject and predicate.

Analysis
into sub-
ject and
predicate

Analyze each of the others into its subject and predicate, showing both the complete and the bare subject and predicate, by the method prescribed for Theme 15a: 1. What does he want? 2. When in the course of human events. 3. When I have seen it, I will decide. 4. Always hard at work. 5. Have you ever

seen the ocean? 6. When, sword in hand and eyes on fire, the general, himself the queen's bitterest enemy because of the numerous slights of which he had been the victim, advanced from the door and bade the conspirators halt, they paused in amazement. 7. Brooks and rivers swollen with rain. 8. Charles's continual coming and going was an annoyance. 9. Loved by none, patronized by the majority, hated by his brothers, is it any wonder that he grew embittered? 10. Henry having decided to delay the action until the morrow, the army encamped for the night. 11. Has he gone to church?

Theme 15g: State the construction of every noun and pronoun in the following sentences: 1. He who does that becomes thereby a traitor. 2. When this was discovered, Barnes was a sorely disappointed man. 3. Is it money that you want? 4. A native of France, he was skilled in fencing. 5. Prevented from carrying out their long cherished and carefully devised plan, they took their departure—these disappointed conspirators. 6. When the king, who had been up most of the night inspecting the army, and who had now retired to his tent for the purpose of taking some much needed repose, heard that the enemy had crossed the river, he rose and mounted his horse, and was, so far as we could see, the same intrepid and unwearied leader as on the previous day.

Theme 15h: State which of the following sentences contain absolute phrases, quoting the absolute phrases in full; also state the construction of each word italicized: 1. There being no time to make preparations, we resigned ourselves to a probable fiasco. 2. His *father* being ignorant of the affair, young Lewis felt no anxiety. 3. The *minister* being a just man, reproved the rich banker. 4. *Breakfast* over,

Substantives to be parsed

Absolute and participial phrases

they resumed their journey. 5. All the *delegates* being now in their assigned places, the procession began to move forward. 6. Caring nothing for music, I did not go to the concert. 7. He was not missed, every *one* supposing that he had merely fallen to the rear. 8. This *plan* being judged a foolish one was abandoned. 9. They roasted the ox whole, *this* being the custom in those days. — **Theme 15i:** Write the following sentences, adding an appositive to some substantive in each: 1. He has escaped. 2. I will not stoop to such baseness. 3. Do you dare to treat me so familiarly? 4. I found to my disgust that little Willie had cut the rope. 5. Our class is studying grammar. 6. Sister Seraphine had brought some medicine to Eugene.

Apposi-
tives

Gerunds
and par-
ticiples

Theme 15j: State whether the word ending in *ing* in each of the following sentences is a gerund or a participle; if a gerund, state what its construction is; if a participle, state what it modifies: 1. He walked away singing. 2. So saying, he withdrew his hand. 3. Coming home that night, I slipped and fell. 4. Strolling about in the woods all the afternoon was just what I wanted. 5. Fishing is a pleasant amusement. 6. I have no objection to signing the petition. 7. Failing in photography, he next tried selling books. 8. He is always making some objection. 9. His next venture, mining, was more successful. 10. In running and jumping we excelled the rival team. 11. Here comes the procession, drums beating and flags flying. 12. The fire being now under control, some of the engines went back. 13. He stayed no longer, supposing the case was closed. 14. John, having nothing else to do, built a fire. 15. The visitor, being eager to learn, asked many questions. 16. The crew making no attempt at resistance, the train was at the mercy of the robber.

17. Her fever suddenly increasing to an alarming extent, the doctor was again sent for.

18. Study in the Grammatical Vocabulary of H. or M. the entries under the following titles: Clause, Substantive clause, Relative clause, Adverbial clause, Coördinating conjunction, Subordinating conjunction. Clauses:

— **Theme 16a:** Make a list of all the independent clauses in the passages quoted under Theme 15b, Theme 15c, and Theme 15d above. Independent

— **Theme 16b:** Make a list of all the dependent clauses in the passages quoted under Theme 15b, Theme 15c, and Theme 15d above; state what kind of clause each is, — whether substantive, relative, or adverbial, — and what is the construction of each clause. Dependent

— **Theme 16c:** Write sentences containing respectively a substantive clause used as the subject of *seems*, a substantive clause used as the subject of *has never been discovered*, a substantive clause used as the object of *fear*, a substantive clause used as the predicate complement of *is*, a substantive clause in apposition to *fact*; *sheep* modified by a relative clause, *or* modified by a relative clause, *mayor* modified by a relative clause; an adverbial clause introduced by *if*, an adverbial clause introduced by *as long*

as, an adverbial clause introduced by *that*. Clause constructions to be exemplified

— **Theme 16d:** Make a list of all the independent clauses in the following sentences; also make a list of all dependent clauses; state what kind of clause each dependent clause is, — whether substantive, relative, or adverbial, — and what its construction is: 1. Patrick, whenever this was mentioned, laughed as if he was much amused. 2. If you think so, say so. 3. Therefore he applauded whenever he heard the proposal. 4. He has no reputation for veracity; moreover he acknowledges that he is speaking from hearsay. 5. Who that saw him could

Clauses to be classified

believe him guilty? 6. The name of Maurice, that unfortunate young man who died at twenty, whose genius would have made him famous had he lived, is perhaps unknown to you. 7. In taking this course, I hope I shall not be misunderstood. 8. Accordingly he rang the bell when he was ready. 9. His letter miscarried; thus I was ignorant of his whereabouts. 10. By standing on tiptoe I could barely reach the shelf. 11. I promised Stevens to go with him; hence I must decline your invitation. 12. Far from opposing him, I wish him all success. — Theme 16e. Make a list of all the subordinate clauses in the following sentences; tell what kind of clause each one is, and what its construction is: 1. That he will succeed is certain. 2. The question whether iron was in the water was debated. 3. Who he was no one knows. 4. It is fortunate that he escaped. 5. Granted that this is true, what difference does it make? 6. They disagreed as to what course should be taken. 7. In spite of the fact that he received it, he continued to beg. 8. I don't understand which contract you mean. 9. Tell me where you got that. 10. I wonder how the thing is managed.

Clauses to
be classi-
fied

CORRECT ENGLISH

Lexical Correctness

Correct Words

17. Study § 5 of H. It is incorrect to say —

Barbar-
isms

Bad English

Correct equivalents

burgle, burglarize	for rob, plunder
tasty	" tasteful
preventative	" preventive
illy	" ill
complected	" complexioned
overly	" over, unduly, excessively

Theme 17: Write two sentences illustrating the use of each word in the right-hand column above — eighteen sentences in all.

18. Study § 5 of H. It is incorrect to say —

Barbar-
isms

Bad English

Correct equivalents

restitute	for restore
fake (noun)	" fraud, deceit, pretence
fake (adj.)	" fraudulent, fictitious
fake (verb)	" pretend, alter fraudulently, fabricate

Theme 18: Write two sentences illustrating the use of each expression in the right-hand column above — eighteen sentences in all.

Barbarisms

19. Study § 5 of H. It is incorrect to say —

Bad English

Correct equivalents

retrogress	for retrograde
firstly	" first
enthuse	" be enthusiastic, rouse to enthusiasm
undoubtedly	" undoubtedly
anywheres	" anywhere
everywheres	" everywhere
nowheres	" nowhere
somewheres	" somewhere

Theme 19: Write two sentences illustrating the use of each expression in the right-hand column above — eighteen sentences in all.

Barbarous contractions

20. Study § 5 of H. It is incorrect to say —

Bad English

Correct equivalents

phone	for telephone
photo	" photograph
auto	" automobile
gent	" gentleman
pants	" trousers
most	" almost
way up, way down	" away up, away down
ad	" advertisement

Theme 20: Write two sentences illustrating the use of each expression in the right-hand column above — eighteen sentences in all.

Words in Correct Senses

Lay, lie
Raise, rise
Set, sit

21. Look up the following words in a dictionary and in the Glossary of H.: *lay, lie, raise, rise, set, sit.* —

Theme 21a: Do Exercises II, IV, and VI in H. —

Theme 21b: Do Exercises I and VIII in H.

22. Look up the following words in a dictionary *Accept*
and in the cited sections of M.: *accept, except* (M. 85); *Affect*
affect, effect (M. 87); *principal, principle* (M. 93). — *Principal*
Theme 22a: Do Exercise 636 in M. — **Theme 22b:**
Do Exercise 638 in M. — **Theme 22c:** Do Exercise
651 in M.

23. *Leave* in the sense of *allow* is bad English.

Leave and
let

Bad: *Leave* it stay.

Right: *Let* it stay.

Bad: You left the horse drink too much.

Right: You *let* the horse drink too much.

Theme 23: Write fifteen sentences containing *let* followed by a substantive with an infinitive (for example: I will *let her do* as she pleases. Do not *let the water boil* too long).

24. Look up *substitute* (verb) in a dictionary. — *Substitute*

Theme 24: Write ten sentences using in each *sub-*
stitute (verb) modified by a *for* phrase (for example:
Electricity has been substituted for gas).

25. Study in the Glossary of H. *barn, bunch, crowd,* Sundry
can, guess, calculate, loan, locate. It is incorrect to improp-
say — prieties

<i>Wrong</i>	<i>Right</i>
barn	for stable
bunch	" party, group
crowd	" party, group
can	" may
I guess	" I suppose
I calculate	" I think, I expect
I loan	" I lend
locate	" settle

Theme 25: Write two sentences illustrating the use of each expression in the right-hand column above — eighteen sentences in all.

Sundry
impro-
prieties

26. Study in the Glossary of H. *endorse, balance, bank on, lines, mean, most, out loud*. It is incorrect to say —

<i>Wrong</i>	<i>Right</i>
endorse	for favor, approve
balance	" remainder
bank on	" rely on
take stock in	" have faith in
lines	" reins
mean	" malicious
most	" almost
read out loud	" read aloud

Theme 26: Write two sentences illustrating the use of each expression in the right-hand column above — eighteen sentences in all.

27. Study in the Glossary of H. *outside, propose, put in, quite a few, quite a little, no good, no use, size up*. It is incorrect to say —

<i>Wrong</i>	<i>Right</i>
outside of	for aside from, apart from
propose	" intend
put in (time)	" spend
quite a few	" a considerable number
quite a little	" a considerable amount
no good	" of no value
no use	" of no use
size up	" judge, estimate

Theme 27: Write two sentences illustrating the use of each expression in the right-hand column above — twenty sentences in all.

28. Study in the Glossary of H. *cute, cunning, date, deal, depot, down*. It is incorrect to say —

<i>Wrong</i>	<i>Right</i>	
cute, cunning	for engaging, amusing, witty	Sundry impro- prieties
date	" engagement, appointment	
deal	" transaction, arrangement, bargain	
depot	" station	
down	" defeat, subdue	

Theme 28: Write two sentences illustrating the use of each word in the right-hand column above — twenty-two sentences in all.

29. Study in the Glossary of H. *vim*, *swell*, *take in*, *on the side*, *peek*, *posted*. It is incorrect to say —

<i>Wrong</i>	<i>Right</i>
snap, vim	for energy, spirit
swell	" fashionable, sumptuous
take in	" attend, go to
on the side	" incidental, occasional
peek	" peep
well posted	" well informed

Theme 29: Write two sentences illustrating the use of each expression in the right-hand column above — twenty sentences in all.

30. Look up the following words in a dictionary and in the Glossary of H.: *contemptible*, *contemptuous*; *continual*, *continuous*; *disinterested*, *uninterested*; *fix*, *arrange*, *repair*. — **Theme 30:** Write eighteen sentences each two illustrating the correct use of one of the foregoing words.

Related
words
often con-
founded

31. Look up the following words in a dictionary and in the Glossary of H.: *aggravate*, *exasperate*; *borrow*, *lend*; *can*, *may*; *coincidence*, *incident*. — **Theme 31:** Write sixteen sentences, each two illustrating the correct use of one of the foregoing words.

Related
words
often con-
founded

32. Look up the following words in a dictionary and in the Glossary of H.: *less, fewer; liable, likely; loan, lend; mad, angry.* — **Theme 32:** Write sixteen sentences, each two illustrating the correct use of one of the foregoing words.

33. Look up the following words in a dictionary and in the Glossary of H.: *former, first; latter, last; indulge in, engage in; mutual, common.* — **Theme 33:** Write sixteen sentences, each two illustrating the correct use of one of the foregoing expressions.

34. Look up the following expressions in a dictionary and in the Glossary of H.: *notorious, famous; observance, observation; not to exceed, not more than; disinterested, uninterested.* — **Theme 34:** Write sixteen sentences, each two illustrating the correct use of one of the foregoing expressions.

35. Look up the following words in a dictionary and in the Glossary of H.: *partake of, eat; propose, purpose; species, specie; less, fewer.* — **Theme 35:** Write sixteen sentences, each two illustrating the correct use of one of the foregoing words.

36. Look up the following words in a dictionary: *learn, teach; practical, practicable; criticize, censure; luxurious, luxuriant.* — **Theme 36:** Write sixteen sentences, each two illustrating the correct use of one of the foregoing words.

37. Look up the following words in a dictionary: *addicted to, subject to; literally, positively; genial, congenial; conscience, consciousness; conscious, conscientious.* — **Theme 37:** Write eighteen sentences, each two illustrating the correct use of one of the foregoing words.

38. Look up the following words in a dictionary: *instance, instant, incident; enormity, enormousness; portion, part; barbarous, barbaric.* — **Theme 38:** Write

eighteen sentences, each two illustrating the correct use of one of the foregoing words.

Related
words
often con-
founded

39. Look up the following words in a dictionary: *credible, credulous, creditable; incredible, incredulous; exceptional, exceptionable; leave, let.* — **Theme 39:** Write eighteen sentences, each two illustrating the correct use of one of the foregoing words.

40. Look up the following words in a dictionary: *ingenious, ingenuous; respectful, respectable, respective; allude, refer; convince, persuade.* — **Theme 40:** Write eighteen sentences, each two illustrating the correct use of one of the foregoing words.

41. Look up the following words in a dictionary: *stimulus, stimulant; relation, relationship; council, counsel; transpire, occur; demean, degrade.* — **Theme 41:** Write twenty sentences, each two illustrating the correct use of one of the foregoing words.

42. See *lay* and *affect* in the Glossary of H. — **Theme 42:** Write five sentences using *lie* (meaning *recline*) in the past tense, five using the same verb in the perfect tense, and five using *affect*.

Lay
Affect

43. Look up the following words in the Glossary of H.: *characteristic, element, factor, quality, feature, phase, proposition, trend.* — **Theme 43:** Write sixteen sentences, each two illustrating the use of one of the foregoing words.

Words
often used
loosely

44. Look up the following words in a dictionary and in the Glossary of H.: *elegant, fine, nice, grand, lovely, awful.* — **Theme 44a:** Write eighteen sentences, each three illustrating the correct use of one of the foregoing words. — **Theme 44b:** Rewrite each of the following sentences three times, each time substituting a different specific adjective or adverb, or several such, for the indefinite adjective or adverb: 1. I was

Elegant
Fine
Nice
Grand
Lovely
Awful

treated elegantly. 2. We had an elegant trip. 3. It is a fine book. 4. He is a fine workman. 5. He talked very nicely. 6. He has nice manners. 7. He gave me a grand recommendation. 8. It is perfectly grand to be here. 9. They live in a lovely house. 10. I bought a lovely bracelet. 11. That is an awful story. 12. They had an awful quarrel.

Grammatical Correctness

Correct Parts of Speech

Adjectives and
adverbs

Adjectives in
able

Adjectives mis-
used for
adverbs

45. Study § 4 of H. — Theme 45a: Write eighteen sentences, in each using one of the following words: *good, well* (adv.); *similar, similarly; easy, easily; regular, regularly; different, differently; comfortable, comfortably; invariable, invariably; polite, politely; probable, probably.* — **Theme 45b:** Write twenty-two sentences, in each using one of the following words: *considerable, considerably; probable, probably; agreeable, agreeably; comfortable, comfortably; invariable, invariably; terrible, terribly; horrible, horribly; disagreeable, disagreeably; irritable, irritably; peaceable, peaceably; noticeable, noticeably.* — **Theme 45c:** The following sentences are ungrammatical, containing adjectives where adverbs should be used. Rewrite them, substituting adverbs for the incorrect adjectives. 1. Scrub the floor good. 2. He doesn't write very good. 3. The fall hurt him bad. 4. The temperature has fallen considerable. 5. It has grown some, but not much. 6. The broken strap scared the horse bad. 7. The rooms are not arranged good. 8. It was packed so bad that it was broken. 9. Wrap it up good. 10. Your present was real pretty. 11. He treated her bad. 12. I'll thrash him good. 13. A glacier moves similar to a great river. 14. Simul-

taneous with this disaster a ship was sighted to the west. 15. The work must be done accurate. 16. Every precaution must be taken to see that the lamp fits good. 17. If my machine works good, I shall be rich. — **Theme 45d**: The following sentences are ungrammatical. Rewrite them, substituting adverbs for the incorrect adjectives. 1. I hope the house is heated comfortable. 2. The furnace has increased our comfort considerable. 3. Does he speak harsh? 4. He sometimes scolds me real savage. 5. Why do you treat me so scornful? 6. She didn't act very polite. 7. Why don't you speak more rational? 9. You stitch more accurate than I do. 9. They were dressed very handsome. 10. He came to the rescue very courageous. 11. His master whipped him cruel. 12. I was entertained most delightful. 13. He avenged himself most terrible. 14. The affair was managed as skillful as one could expect. 15. I thought he spoke grand. 16. Our men played splendid. 17. I am waiting patient. 18. He came invariable at ten o'clock. 19. Though he spoke very disrespectful, I answered as peaceable as I could. 20. He conducted himself irritable and scolded me unmerciful. 21. I was agreeable surprised.

Adjectives mis-
used for
adverbs

46. Study § 4 of H., and look up in the Glossary the following expressions: *any place, loan, near by, real, per cent., down*. — **Theme 46**: Write eighteen sentences, in each using one of the following words and phrases in the correct part of speech: *any place, every place, some place, no place, loan, near by, real, evenings, nights, mornings, per cent., suicide, canine, feline, human, friendly, cowardly, down*.

Sundry
words
often used
in wrong
part of
speech

47. It is wrong to use *real* modifying an adjective.

Misuse of
real as
adverb

Bad: real pretty, real polite, real unkind.

Right: very pretty, exceedingly polite, extremely unkind.

Misuse of
real

Theme 47a: Write five sentences containing *very* followed by an adjective, five containing *exceedingly* followed by an adjective, five containing *extremely* followed by an adjective. — **Theme 47b:** The following sentences are ungrammatical. Rewrite them, using *really*, *very*, *exceedingly*, *extremely*, or *excessively* for "real." 1. You are real generous. 2. The room is real comfortable. 3. It was a real hard storm. 4. She writes a real pretty hand. 5. I felt real lonesome. 6. She told us a real sad story. 7. Hanksburg is a real pleasant town.

Misuse of
like

48. Study *like* in the Glossary of H. — **Theme 48a:** Write the following sentences, filling the blanks with *as* or *like*: 1. He can run — a race-horse. 2. He can run — a race-horse runs. 3. He takes severe training — a man usually does when he is preparing for a prize-fight. 4. He takes very severe training — a prize-fighter. 5. She stood — a statue. 6. She stood — a statue might have stood. 7. He whimpered, — a spoiled child, about every little inconvenience. 8. He whined, — a spoiled child does, at every inconvenience. 9. — all his predecessors, he was despotic. 10. — all his predecessors had been, Henry VIII was despotic. 11. We do not quarrel now — we did when we were boys. 12. They quarrel constantly, — boys usually do. 13. They quarrel — cats and dogs. 14. He was hanged, — many another spy caught in such an enterprise. 15. He was hanged — many another spy has been. 16. I vote, — my father, for the Conservative party. 17. I vote, — my father did, for the Conservatives. 18. She sings — a person afflicted with goitre. 19. She sings — a person with goitre might sing. — **Theme 48b:** The following sentences are ungrammatical. Rewrite them, correcting the

errors. 1. She sings like she had a cold. 2. They executed him like he had been a common spy. 3. The sky looks like we should have rain. 4. He acts like he was the master of ceremonies. 5. The game isn't played like we used to play it. 6. He counted out the money dexterously, like a bank teller does. 7. These waves roar just like the ocean-waves do. 8. She walks clumsily, like a duck waddles. 9. He turns his toes in, like an Indian does. 10. He grew white like he feared the boat would capsize. 11. I felt like I must scream. 12. It seemed like I was in a nightmare. 13. She cried out, like she had been struck. 14. Move your hand just like I move mine. 15. It stretches like a rubber band does. 16. The horse looks gaunt, like he hadn't been watered to-day. 17. She suddenly bridled, like I had insulted her. 18. You smoke like you wanted to finish that cigar as soon as possible. 19. I was all confused, like a man feels when he wakes in a strange room. 20. He was as affable as ever, like nothing unpleasant had occurred.

Misuse of
like

49. Study *due to* in the Glossary of H. — **Theme** *Due to*
49: Rewrite the following sentences, in each changing *due to* to *because of* or *on account of*: 1. Hamlet treated her rudely due to his mental distraction. 2. Shop work is easy for me due to a natural talent for manual work. 3. Due to some one's carelessness the valve had been left open. 4. Due to bad weather the game is postponed. 5. He refused to buy due to the high price asked. 6. Due to his ignorance of French he misunderstood the letter. 7. I was put in the bow due to my light weight. 8. He had to sell his house due to need of ready money. 9. Due to his long exposure he became sick. 10. I kept warm and comfortable due to my fur coat.

Inflection

Nouns

Data
*Phenom-
ena*
Strata

50. Look up *datum*, *stratum*, and *phenomenon* in a dictionary. It is incorrect to say —

<i>Wrong</i>	<i>Right</i>
a phenomena for a phenomenon	
data is	" data are
a strata	" a stratum

Remember:

<i>Singular</i>	<i>Plural</i>
one phenomenon	many phenomena
one datum	many data
one stratum	many strata

Theme 50: Write five sentences using *phenomenon*, five using *phenomena*, five using *data*, five using *stratum*, and five using *strata*.

Species

51. Study *species* in the Glossary of H. — **Theme 51:** Write five sentences using *species* in the singular and five using it in the plural.

Falls
Ways
Woods

52. Study *falls*, *ways*, *woods* in the Glossary of H. — **Theme 52a:** Correct and rewrite the following incorrect sentences: 1. It is a long ways from here. 2. We carried our boat around a falls. 3. Is there a woods on your farm? 4. This falls is not very high. 5. Walk a little ways with us. 6. He lost himself in a woods. 7. The woods is on fire. — **Theme 52b:** Write three sentences using the expression *a little way*, three using *a long way*, three using *a wood*, three using *the woods* are, three using *the falls were*.

Misuse of
pos-
sive case

53. Study § 39 of H., and *whose* in the Glossary of H. — **Theme 53a:** Rewrite the following sentences substituting *of* phrases for the possessive nouns: 1. The book's title is misleading. 2. This novel's popularity

is surprising. 3. Our school's equipment is very scanty. 4. A tree's shadow concealed me. 5. I don't like your cigar's odor. 6. This pen's point is too sharp. 7. The moon's reflection was brilliant. 8. The fireman climbed upon the church's roof. 9. My overcoat's lining is frayed. 10. The river's current is sluggish. 11. We rowed along, following the shore's curve.

— **Theme 53b:** Rewrite the following, substituting *of which* for "whose"; 1. I sat on the roof, whose slope was not very steep. 2. I selected a cloth whose texture was woven loosely. 3. I perceived a steeple on whose top revolved a gilded vane. 4. It was an antique table, whose legs bore the pineapple decoration. 5. He exhibited a painting in whose execution he had evidently expended much labor. 6. Get some of those matches whose ends are tipped with red. 7. A verb whose subject is a collective noun may properly be in the plural. 8. He lit a fire, whose heat was very comfortable. 9. A chain any of whose links are weak is a weak chain. 10. You sold me a book whose type is too small.

Misuse of
whose

54. The sign of the possessive case ('s) may sometimes be added to the last word of a series to make the whole series possessive; for example,

the king of Spain's possessions
my dear sister Mary's letter
some one else's book

"One of
the men's
wife"
for
*the wife of
one of the
men*

But a series consisting of *one* followed by an *of* phrase cannot correctly be inflected in this way.

Wrong: One of my brothers' wife was born in Ontario.

Right: The wife of one of my brothers was born in Ontario.

Theme 54: Correct and rewrite the following sentences: 1. I wish to protest against one of the member's

speech. 2. It is an account of college life from one of the students' standpoint. 3. One of the boys' hat was blown off. 4. He went to one of the professor's house. 5. One of the competing boat's rudder broke. 6. One of the bystanders' eye was put out. 7. He seized one of the policemen's club. 8. The stone struck one of the aldermen's stomach. 9. In reading the story, I was struck by one of the characters' remarks about economy.

Verbs

Shall and
will

55. Study §§ 46-50 of H. — **Theme 55:** Do Exercise XXVII in H.

"Had
ought"

56. Study *ought* in the Glossary of H. — **Theme 56a:** Do Exercises XVI and XVII in H. — **Theme 56b:** Write five statements containing respectively the verbs *go, sail, help, shake, read* in the present obligative (see H., page 217); five statements containing respectively the verbs *come, rise, purchase, take, drive* in the perfect obligative; five questions containing respectively *build, write, speak, consult, accept* in the present obligative; five questions containing respectively *sing, travel, feed, deliver, send* in the perfect obligative. Use the auxiliary *ought* in all twenty sentences.

"Could
of," "may
of," etc.

57. Study *could of, should of, would of, may of, must of, might of* in the Glossary of H. — **Theme 57a:** Write twenty sentences, using in each, one of the following expressions: *could have told, should have known, would have gone, may have been, must have come, might have expected, must have been lost, may have been stolen, would have been relieved, should have searched, could have run, might have shot, could have reached, must have paid, should have advertised, may have hidden, would have slept, could have bought, might have frozen, must have*

ridden. — **Theme 57b**: The following sentences are ungrammatical. Rewrite them, substituting *have* for “of.” 1. You should of seen me. 2. I would of come if I could of spared the time. 3. He may of lost his way. 4. I might of lost mine, and then I should of lost this pleasure. 5. If I could of seen him, I would of told him. 6. She must of suspected treachery, or she would not of staid away. 7. If he could of known, the outcome might of been different. 9. I would not of accepted the offer even if I could of named my own price.

58. Study *had have* and *would have* in the Glossary of H. — **Theme 58a**: Rewrite the following incorrect sentences, changing “would have” in each *if* clause to *had*: 1. If we would have started back fifteen minutes later, we should probably have perished in the blizzard. 2. If he would have found the way, he would have gone. 3. If I would have known how it would end, I never would have begun. 4. If he would have been at his post, the accident would not have occurred. 5. If the weather would have been colder, the ice would now be safe. 6. If the boat would have tipped only a little more, it would have been swamped. 7. If she would have been a second later, she would have missed the train. 8. If the wind would have been north, the barn would certainly have caught fire. 9. If the bridge would have been properly built, it would not vibrate as it does. 10. If the old gentleman would have caught the boys, they would have repented sorely. 11. If the alarm clock would have been set, you would have waked in time. — **Theme 58b**: In the vacant place in each of the following sentences, insert some expression which will complete the structure (e.g., “If my father *had known of the affair*, he

“Would have” and “had have” for *had* in past-perfect

would have thrashed me"): 1. If my father . . . , he would have thrashed me. 2. If I . . . , I would have spoken to you. 3. If you . . . , he would have complied with your request. 4. If they . . . , they would have been able to pay their debts. 5. If she . . . , she would have married him. 6. If the horse . . . , he would surely have broken his leg. 7. If the station master . . . , there would have been a collision.

Do
See

59. The principal parts of *do* and *see* are —

I do	I did	I have done
I see	I saw	I have seen

Theme 59a: Write five sentences using the past tense and five using the perfect tense of *do* (the principal, not the auxiliary verb); five using the past and five using the perfect of *see*. — **Theme 59b:** Do the second part of Exercise IX in H. Also rewrite the following grossly incorrect sentences, correcting the errors: 1. I seen the horse. 2. He done all he could to help her. 3. I punished him whenever he done any mischief. 4. I done what I seen was necessary. 5. Whatever he undertook he done well. 6. I seen that he was in earnest. 7. I done what they told me to; I seen nothing wrong in it at the time. 8. Did I see it? Certainly I seen it. 9. Did I do all that work? Of course I done it. 10. If I had knew then what I knowed the next day, I wouldn't have did what I done.

Know
Throw
Blow

60. It is incorrect to say —

<i>Wrong</i>	<i>Right</i>
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I knowed	for	I knew
I throwed	"	I threw
I blowed	"	I blew

Theme 60: Do Exercise XIV in H.

61. The principal parts of *drown* are —

Drown

I drown	I drowned	I have drowned
he drowns	he drowned	he has drowned
drowning	she drowned	they have drowned

Theme 61: Do Exercise 643 in M.

62. The principal parts of *dive* are —

Dived

I dive	I dived	I have dived
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Theme 62: Write five sentences using the past and five using the perfect of *dive*.

63. The principal parts of *shine* are —

Shone

(the stars) shine	(the stars) shone	(the stars) have shone
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Theme 63: Write five sentences using the past and five using the perfect of *shine*.

64. The principal parts of *prove* are —

Proved

I prove	I proved	I have proved
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Theme 64: Write five sentences using perfect active and five using passive forms of *prove*.

65. The principal parts of *cast* and *burst* are —

*Cast
Burst*

I cast	I cast	I have cast
I burst	I burst	I have burst

Theme 65: Write five sentences using the past and five using the perfect of *cast*; five using the past and five using the perfect of *burst*.

66. It is incorrect to say —

*Broken
Frozen
Torn*

Wrong

Right

it is broke	for it is broken
it is froze	" it is frozen
it is tore	" it is torn

Theme 66: Do Exercise XIII in H.

Written
Risen
Ridden
Driven

67. It is incorrect to say —

<i>Wrong</i>		<i>Right</i>
he has wrote	for	he has written
he has rose	"	he has risen
he has rode	"	he has ridden
he has drove	"	he has driven

Theme 67: Do Exercise X in H.

Has be-
gun, has
sung, etc.

68. It is incorrect to say —

<i>Wrong</i>		<i>Right</i>
I have began	for	I have begun
I have sang	"	I have sung
I have sprang	"	I have sprung
I have rang	"	I have rung
I have drank	"	I have drunk
I have ran	"	I have run
I have swam	"	I have swum

Theme 68: Do Exercise XII in H.

Has gone

69. It is incorrect to say —

<i>Wrong</i>		<i>Right</i>
I have went	for	I have gone
he has went	"	he has gone
I could have went	"	I could have gone

Theme 69: Do Exercise XV in H.

Has come

70. The principal parts of *come* and *become* are —

I come	I came	I have come
I become	I became	I have become

Theme 70: Write five sentences using the perfect and five using the past-perfect of *come*; five using the perfect and five using the past-perfect of *become*.

Has fallen

71. The principal parts of *fall* are —

I fall	I fell	I have fallen
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Theme 71: Write five sentences using the perfect and five using the past-perfect of *fall*.

72. The principal parts of *tread* are —

*Trod,
trodden*

I tread I trod I have trodden

Theme 72: Write five sentences using *trod* and five using *trodden*.

73. The principal parts of *give* are —

Has given

I give I gave I have given

Theme 73: Write five sentences using the perfect and five using the past-perfect of *give*.

74. Observe the following pairs of verbs:

*Laden
Stricken*

lade	laden	steal	stolen	strive	striven
strike	stricken	eat	eaten	freeze	frozen
ride	ridden	bid	bidden	choose	chosen

Laden and *stricken*, like many other past participles, end in *en*. Do not add *ed* to them. To say "laden^{ed}" is like saying "I have ridden^{ed}." — **Theme 74:** Write five sentences using *laden* and five using *stricken*.

75. Study *you was* in the Glossary of H. — **Theme 75a:** Do Exercise XVIII in H. Also write the following sentences, filling each blank with *were*: 1. — you satisfied? 2. You — generous. 3. You — content —n't you. 4. You — mistaken. 5. — you happy, or —n't you? 6. You — never pleased. 7. — you sure? 8. — you as severe as you — justified in being? 9. —n't you sterner than you — authorized to be? 10. You — treacherous, you — deceitful; therefore you — dismissed. — **Theme 75b:** Write fifteen sentences, some declarative and some interrogative, containing severally the passive indicative past second plural (see H., page 213) of the following verbs: *inform, catch, find, teach, hold, tempt, release, send, take, dress, carry, choose, please, grieve, relieve*.

"You
was"

*Syntax**Agreement*Verb and
subjectVerb pre-
ceding
subject*There are,*
etc.

76. Study § 29 in H. — **Theme 76a:** Do Exercise XIX in H. — **Theme 76b:** Correct and rewrite the following ungrammatical sentences: 1. What a contrast does Othello and Cassio present! 2. Among this group of pilgrims was Standish and Alden. 3. Standing in the front row was Helen and her mother. 4. In this little churchyard side by side lies two graves marked by iron crosses. 5. Up the quiet street marches Hubert and his squad. 6. Foremost among the sports I delight in is skating and swimming. 7. There in the ring, the center of all attention, stands Johnson and Jeffries. 8. At last, just when all hope seems gone, in walks Sherlock Holmes and Dr. Watson. 9. Look! there goes the bride and groom. 10. Throughout the history of this nation there has always been, and always will be, two parties. 11. There seems to be innumerable lights blazing yonder. 12. There was not many children of my age in the neighborhood. 13. There was only two chairs in the room. 14. The formation of the companies to which I have referred were completed in 1909. 15. The great increase in the prices of food, clothes, and building material are caused by the tariff. 16. These attacks are made by men whose political existence depend on their capacity for misrepresentation. 17. One of the glasses are broken. 18. One of the waitresses have left. 19. One of my hats have been stolen. — **Theme 76c:** Write five sentences beginning *There are*, five beginning *There were*, five beginning *There have been*, five beginning *There seem to be*. — **Theme 76d:** Complete the following sentences, supplying in each a subject at least five words

long: 1. Along the shore walk . . . 2. Among their favorite games were . . . 3. Through the field come . . . 4. On the deck stand . . . 5. Lying ready on the table were . . . 6. To the north, visible for many miles, rise . . . 7. Suddenly from the bushes at our right spring . . . 8. Around the ship swim . . . 9. Then down the stage to the footlights step . . . 10. In the trees above our heads sing . . . 11. In rush . . . 12. There sit . . . 13. In this city live . . .

Verb preceding its subject

77. Study § 29b of H. — **Theme 77:** Correct and rewrite the following ungrammatical sentences: 1. Boyd, with three assistants, were sent to the wreck. 2. My uncle, together with his wife and children, were found working in the garden. 3. The north half of the house, including the kitchen and the dining room, were destroyed. 4. Dr. Lincoln, as well as many other physicians, advise abstinence from meat. 5. Good English, no less than good manners, are necessary to your success. 6. That fellow, with all his swaggering friends and relatives, are hateful to me. 7. His house, with its stables, its tennis courts, and its beautiful grounds, were known for miles around. 8. Hanecy, together with two other men, were arrested on suspicion. 9. History, as well as mathematics, are hard for me. 10. A complete outfit, including gimlets, chisels, and pincers, were provided.

Singular subject followed by *with*, *as well as*, etc.

78. Study § 29c of H. — **Theme 78:** Correct and rewrite the following ungrammatical sentences: 1. The governor, or else the secretary, are to blame for this. 2. Mary, or one of the other maids, have disturbed my desk. 3. Either your voice or the telephone are out of order. 4. I was sure that the captain or the mate were drunk. 5. Neither my father nor any other member of my family have any interest in the bill.

Subjects joined by *or* and *nor*

6. Neither Congress nor the Supreme Court have ever adopted this principle. 7. Neither the secretary nor the president were present. 8. Neither Harrigan nor Faber intend to accept. 9. Neither the first argument nor the second seem rational.

One of
the men
who . . . ,
one of the
things
that . . . ,
etc.;
plural
verb

79. In expressions like *one of the men who*, *one of the things which*, *one of the people that*, the relative pronoun refers not to *one* but to the plural object of *of*. The relative pronoun is therefore plural.

Wrong: He is one of those men who *talks* much and *thinks* little.

Right: He is one of those men who *talk* much and *think* little.

Theme 79: Correct and rewrite the following ungrammatical sentences: 1. One of the books which has influenced me most is *Romola*. 2. He is one of those men who is entertaining but has no character. 3. She is one of those mothers who demands that her daughter shall know how to cook. 4. The story of Balaam is one of the few Biblical stories that has interested me. 5. I am not one of those who pretends to be pious and breaks the law. 6. She has one of these new sewing machines that is worked by hand. 7. Jenny is one of the girls who studies hard and cares nothing for amusement. 8. Is Billy one of those babies that squalls continually?

Don't
doesn't

80. Study *don't* in the Glossary of H. — **Theme 80:** Write five short sentences using *don't*, and five using *doesn't*.

Each,
every, etc.

81. Study §§ 31, 32 of H. — **Theme 81:** Do Exercise XX in H.

Case

82. Study §§ 33-38 of H. — **Theme 82a:** Do Exer-

cise XXIV in H. — **Theme 82b:** The following sentences are ungrammatical. Rewrite them, substituting *whom* for "who." 1. There was no one who I could trust. 2. The men who I mentioned before now returned. 3. The gentleman who I had been referred to could tell me nothing. 4. All the men who the captain had any reason to suspect were examined. 5. Who did you select? 6. Those on who I could have relied were absent. 7. Who was it sent to? 8. Every person who I accosted shook his head. 9. By who do you think it was accomplished? 10. Steen, of who I had often heard, was of the party. 11. You will be conducted by my aide, in who I have perfect confidence. 12. She was the girl who, of all the family, I least liked. 13. The member from who this information was obtained is well known to you all. 14. McCune is the man who, according to all accounts, the people like best. 15. You are to favor those who I employ and to avoid those who I see fit to discharge. — **Theme 82c:** Do Exercise XXI in H. — **Theme 82d:** Do Exercise XXII in H. — **Theme 82e:** Do Exercise XXIII in H.

Nominative and objective cases

Who and whom

Pronouns after *than* and *as*

Relation of Tenses

83. Study the present and the past tenses of the potential mode on page 216 of H. Note that *may* is present and *might* past. Use *may* in referring to present or future time, *might* in referring to past time. — **Theme 83:** Write the following sentences filling each blank with *may* or *might* as the sense requires: 1. A man ought to lay by a little money so that he — have some provision for an emergency. 2. He feared that he — see a ghost. 3. I stopped so that she — precede me. 4. Lend me an umbrella so that I — keep dry. 5. I

May and *might*

will be quiet so that they — get a good rest. 6. Keep your money; you — need it. 7. What is your name, if I — venture to ask? 8. You — lose it if you are not careful. 9. Do you think we — meet him there? 10. He muffled his oars so that he — approach unperceived. 11. He cocks his gun so that he — be ready. 12. I hope I — never leave this place. 13. I practice in order that my playing — improve. 14. We work, that our muscles — be strong. 15. He denies himself, so that his family — have enough.

Grammatical Organization

Elements
without
construction;
uncompleted
constructions

84. Study §§ 25-28 and 92 of H., and study *way* (2), *no good*, *no use*, *size* in the Glossary of H. — **Theme 84a:** The following sentences contain elements without construction, or uncompleted constructions; state the fault in each, and correct and rewrite each: 1. Her hair is almost the same color as yours. 2. My afternoons are spent motoring. 3. The football games are played in the same field that the baseball diamond is located. 4. He is like all boys his age. 5. In the east wall was one window the size of those in the north wall. 6. That wrench will not be any use. 7. I feel just the same way you do. 8. I spent most of the time fishing. 9. The machine is no good. 10. She did not know which direction to go. 11. The removal of the ammonia, which, like the removal of the tar and naphthalin, is one of the most important operations of the gas works, because of the high price which ammonia brings. 12. The lake contained many large fish, which supplied us with food as well as to furnish good sport. 13. My first opinion of hazing was when I learned that freshmen must wear green caps. 14. It is one of those stories which you can tell how the plot will turn out

after reading one page. 15. One happy event that occurred daily was when the mail arrived. 16. Prize-fighters are brutal, and some people think that football-players are the same way. 17. A buyer is likely to be prepossessed in favor of a man whose clothes fit well, his hair trimmed, his shoes well polished, and a Derby hat set jauntily on the back of his head. —

Theme 84b: State the fault in each of the following sentences, and correct and rewrite each: 1. There was an orchard near the place that we went swimming. 2. If every man ~~who~~ tries to be good, helping his friends and being kind to every one, it seems to me that this man is a true Christian. 3. Our forests, at the rate that they are now disappearing, will soon be extinct.

4. Hawthorne illustrates the general tendency of people to try to make an impression on others, — that is, trying to appear better than they really are. 5. He ~~was~~ very busy, holding meetings, making speeches, and other ways. 6. He made many voyages to Guinea, plying the black ivory trade; one voyage, he ran into a storm, which destroyed the lives of two hundred of his freight. 7. After her death he was very sad, not so much because he had loved her dearly as the fact that he had been the cause of her death. 8. Gaunt was a man about forty years old, a black beard, a hooked nose, and a deep voice. 9. A launch should be broad and deep and as much seating-room as possible. 10. There are men in college who never meet girls other than in the class-room. 11. I love to go places and see things. 12. As a whole, I think I have worked pretty hard. 13. I was surprised the other day ~~when~~ after receiving back several themes which were marked “poor” on account of misspelling but all of which contained favorable comments about the thought and diction, to find

Elements
without
construc-
tion; un-
completed
construc-
tions

Time
expres-
sions with
preposi-
tion
omitted

Practice
in gram-
matical
organi-
zation

one theme marked "fair" because the substance was poor. 14. He can climb a tree the same as a cat. 15. The width of the river at this point is about a hundred feet and in depth varies from ten to forty feet. 16. By endeavoring to rouse him to action when he does not feel inclined to work, would do no good whatever. 17. With the different colored patches scattered over his coat make it look like the skin of some spotted animal. — **Theme 84c:** Rewrite the following sentences, correcting them by the method shown in § 92 of H.: 1. August 21 I went to Chicago. 2. Our team will play Friday. 3. Lincoln died April, 1865. 4. Did Selma wash Monday? 5. I wrote June 2: he answered July 3. 6. Saturday night the tenor was reported sick and a substitute was engaged to sing Sunday. 7. The Rockford nine won Tuesday but lost Wednesday. 8. I was in a hospital the time of the World's Fair. 9. All the hydrants froze the day of the fire. 10. Let us meet Christmas day. 11. His first book appeared 1845. 12. Is the meeting to be Monday? In order to attend that day, I must travel Sunday. — **Theme 84d:** Do Exercises 723, 724, 725 in M. — **Theme 84e:** Do Exercise 726, 727, 728 in M. — **Theme 84f:** Do Exercises 729, 730, 731 in M. — **Theme 84g:** Do Exercises 732, 733 in M.

Idiom

Charac-
ter and
import-
ance of
rules of
idiom

85. Good usage fixes numerous special rules requiring that certain particular words shall or shall not be used in certain particular combinations and constructions. These special rules constitute idiom. For example, idiom makes a special requirement regarding *independent*: that we shall not say "independent *from*" but "independent *of*." Conformity to idiom is an

important factor in correct English. We may use correct words, may use them in the correct senses, may use them in the correct parts of speech, may inflect them correctly, may put them together according to the rules of syntax, and yet may produce very bad English by violating idiom. The rules of idiom are very numerous; they are all particular, dealing not with classes of words but with single words; they are very irregular, and apparently inconsistent with one another, many of them apparently without any basis in reason — simply fixed arbitrarily by custom. Thus “I *enjoy* to read” is wrong, though “I *like* to read” is right; “he *related of* his adventures” is wrong, though “he *told of* his adventures” is right; “I *placed* it into the box” is wrong, though “I *put* it into the box” is right. Being so numerous and so peculiar, the requirements of idiom can be learned only by constant observation. All that can be done here is to impress upon the student the nature of these requirements, and the necessity of reckoning with them. Notice the following examples:

<i>Unidiomatic</i>	<i>Correct</i>	Examples of the requirements of idiom
devote time in studying	devote time <i>to</i> studying	
derive pleasure in baseball	derive pleasure <i>from</i> baseball	
on a whole	on <i>the</i> whole	
a half of an hour	half an hour	
in accordance to	in accordance <i>with</i>	
came to be known	<i>came</i> to be known	
tend to	<i>attend</i> to; or tend	
preparatory for	preparatory <i>to</i>	
in the city Chicago	in the city <i>of</i> Chicago	
in the year of 1900	in the year 1900	
expressed that it was a good plan	expressed <i>the opinion</i> that it was a good plan	
express that they wish its abolition	express <i>a wish</i> for its abolition	

*Unidiomatic**Correct*

I hope you a good journey
 he hesitated going
 spend a week by fishing
 fell into love
 fell in love for her
 contemplated to betray me
 in fitting with propriety
 he was termed as a genius
 a man from German descent
 possessed with ability
 in the custom of walking
 terminates into a knob

I wish you a good journey
 he hesitated *to go*
 spend a week *in* fishing
 fell *in* love
 fell in love *with* her
 contemplated *betraying* me
 in *keeping* with propriety
 he was termed a genius
 a man *of* German descent
 possessed *of* ability
 in the *habit* of walking
 terminates *in* a knob

Observe that the following combinations are correct:

Idiomatically correct

Examples
 of the
 require-
 ments of
 idiom

charge *with* a crime
 accuse *of* a crime
 interested *in*
 enamored *of*
 extricate *from*
 avail oneself *of*
from a standpoint
by a standard
 insight *into* something
 comprehension *of* something
 in favor *with* the king
 (= liked by the king)
 in favor *of* secession (= de-
 siring secession)
 ceased *to* worry
 stopped *worrying*
 characterized *as* a fraud
 termed *a* fraud
 rid oneself *of* a thing
 free oneself *from* a thing

deny oneself *something*
 deprive oneself *of* something
 release *from*
 relieve *of*
 threaten *somebody with some-
 thing*
 promise *something to somebody*
 managed *to find*
 succeeded *in finding*
 in return *for* his kindness
 in testimony *of* his kindness
 endowed *with*
 provided *with*
 supplied *with*
 possessed *of*
 characteristic *of* Americans
 customary *with* Americans
 acquainted *with*
 accustomed *to*
 it is thought *to be* wrong
 it is regarded *as* wrong

plan <i>to go</i>	<i>of one's own accord</i>
contemplate <i>going</i>	<i>of one's free will</i>
in love <i>with</i>	<i>on one's own responsibility</i>
enamored <i>of</i>	<i>on one's own account</i>
arrive <i>at</i>	<i>according to</i>
come <i>to</i>	<i>in accordance with</i>
break it <i>in two</i>	<i>wished me luck</i>
break it <i>into two parts</i>	<i>hoped that I would have luck</i>
on <i>the whole</i>	<i>I am loath to go</i>
as <i>a whole</i>	<i>I am reluctant to go</i>
attend <i>to the fire</i>	<i>I am glad to go</i>
tend <i>the fire</i>	<i>I am averse to going</i>
believed him <i>to be honest</i>	<i>says that it is wrong</i>
regarded him <i>as honest</i>	<i>expresses the belief that it is wrong</i>

Theme 85a: Correct and rewrite the following unidiomatic sentences: 1. I spent my vacation by fishing and hunting. 2. The Inspector of Immigration threatened deportation to a man who had offended him. 3. He was released of all the labor of management. 4. He denied himself of all luxuries. 5. An opera should be judged only from a musical standard. 6. Fraternities foster a snobbish spirit into their members. 7. Every member should avail himself to this opportunity. 8. He hesitated meeting his father. 9. I stood in line for about half of an hour. 10. Students have been heard to express that they wished certain men of the opposing team would be disabled. 11. Kamal hastened to extricate the boy out from under the fallen horse. 12. He was accused for being a French spy. 13. I was not interested of the exercises. 14. "Author of *Marmion*" is in apposition of "Scott" in the sentence quoted. 15. He made the necessary arrangements preparatory for departure. — **Theme 85b:** Correct and rewrite the following unidiomatic sentences:

Sundry
violations
of idiom

exam

1. It was regarded by many people to be unlawful. 2. He is thoroughly accustomed with driving horses. 3. Having no class in the afternoon, I spent the rest of the day for recreation. 4. They fell deeply in love for each other. 5. Butter-making is a pleasant employment, for it affords one with all the fresh butter-milk one cares to drink. 6. Nature administers to our higher selves. 7. His work at the bowling-alley was only a side work from that in the harness-shop. 8. Knowledge of the Bible is a necessary factor for a happy life. 9. He entered the contest on his own free will. 10. Schiller says the surface of that sea compares to the water in a boiling kettle. 11. The niece of Malétoit became in love with a young captain. 12. He asked her to secure the door open. 13. He became to be looked upon as an authority. 14. Through a series of accidents he had arrived to this sad condition. 15. We got milk from a farm-house neighboring our camp. — **Theme 85c:** Correct and rewrite the following unidiomatic sentences: 1. On a whole, my work has been satisfactory. 2. He broke the apple into two. 3. I contemplated to spend the summer in Michigan. 4. Do you plan on going abroad? 5. The music is in fitting with the words. 6. I obtained a thorough insight of the system. 7. My new friend gave me a good advice. 8. A clergyman from Norwegian descent arrived to this city yesterday. 9. I lost it, and could not succeed to find it. 10. Ophelia fell into love for Hamlet. 11. I am in favor with staying here for the night. 12. Receive this in return of your kindness. 13. He refused, and gave his reason for such. 14. The gymnasium impresses one of an old feudal castle. — **Theme 85d:** Correct and rewrite the following unidiomatic sentences; 1. I succeeded to learn the lesson.

Sundry
violations
of idiom

2. He was termed by his companions as a good fellow.
 3. He frankly confessed his inability toward music.
 4. He asked for a leave of duty. 5. The students have more liberty than they have been in the custom of having.
 6. The metal bar terminates into a round knob.
 7. I was perfectly serious; no one could realize better than I did the stake at hand.
 8. He is possessed with great wealth.
 9. Brevity is characteristic to an Indian.
 10. I enjoyed to hear him relate of his experiences in the war.
 11. In the year of 1895 this paper was placed into a deposit box.

86. Study in the Glossary of H. *avail*, but *that*, *charge*, *contemplate*, *deal* (1), *demand*. — **Theme 86:** Write three sentences using *of no avail*, three using *to no avail*, three using *doubt that*, three using *charge with*, three using *contemplate*, three using *deal with* (meaning *discuss*), three using *demand* (verb) *that*.

Avail
Doubt
Charge
*Contem-
 plate*
Deal
Demand

87. Study *different* in the Glossary of H. — **Theme** ~~*Different*~~
 87a: Correct and rewrite the following sentences; change *than* to *from*, and recast the sentence when it is necessary (for instance, "They speak in a way very different from that in which you speak"): 1. They speak very differently than you speak. 2. Plumbing is entirely different than steam-fitting. 3. This machine is somewhat different than the one I bought. 4. To sail a brig is widely different than to sail a schooner. 5. He is a different man to-day than he was when you knew him. 6. His purpose is different than I thought it was. 7. My reward was very different than what I deserved. 8. They did it differently then than they do now. 9. Your machinery is different than what I use. 10. Conditions were radically different than what I expected. 11. His character was different, as a matter of fact, than what the historian

Different says it was. 12. You need a different sort of manager than you now have. 13. The state of affairs in Nicaragua is no different than in Bolivia. 14. *The Witching Hour* deals with a different subject than Mr. Thomas, the author, has used hitherto. — **Theme 87b:** Complete the following sentences: 1. [Supply subject] is different from what he used to be. 2. [Supply subject] is different from what it was. 3. [Supply subject] are different from what they were. 4. [Supply subject] is different from what I expected. 5. [Supply subject] is different from what you suppose. 6. [Supply subject] is different from what you described. 7. [Supply subject and predicate] in a different way from the one generally followed. 8. [Supply subject and predicate] in a manner very different from that in which you or I would have done it. 9. [Supply subject and predicate] by a method different from the one employed by most people. 10. [Supply subject and predicate] in a manner different in many respects from the manner usual with such people. — **Theme 87c:** The "different than" fault can be corrected by the substitution of *other than* (adj.) or *otherwise than* (adv.), which are correct English. Write five sentences using *other than* and five using *otherwise than*.

Use of
etc.

88. Study *etc.* in the Glossary of H. — **Theme 88:** Write ten sentences using *etc.* correctly.

Such . . .
as

89. Study *such* (1) in the Glossary of H. — **Theme 89:** Write ten sentences containing severally the following expressions: *all such men as hold this belief, such tools as are necessary, such books as I find interesting, such men as seem to be in earnest, such members as desire to dance, all such citizens as love their country, such as are in need of money, for such as keep His covenant, with such fruits as the season*

afforded, such as prefer horses to motors, such influence as he may have.

90. Study *such* (2) in the Glossary of H. — **Theme** *Such . . . that*
90: Complete each of the following sentences with a *that* clause: 1. He is such a coward . . . 2. There was such a drought . . . 3. He has such skill . . . 4. There is such a crowd . . . 5. We made such a protest . . . 6. Such a tempest arose . . . 7. He came with such an army . . . 8. She exercised such tact . . . 9. The lawyer displayed such eloquence . . .

91. Study *superior*, *inferior* in the Glossary of H. — *Superior Inferior*
Theme 91: Complete the following sentences, beginning each added member with a *to* phrase: 1. This method is superior, in the opinion of all who have used it, . . . 2. His style is inferior, so the critics all agree, . . . 3. The team was inferior, both in weight and in experience, . . . 5. This year's class play will be inferior, unless I am much mistaken, . . . 6. The street-car service here is inferior; however you may regard it, . . . 7. The present system is superior, so far as one can judge, . . . 8. His present situation is superior, so far as salary is concerned, . . .

92. Study *prefer* in the Glossary of H. The "prefer . . . than" fault can be corrected by the substitution of *prefer . . . to* or by the substitution of *prefer . . . rather than*. *Prefer Preferable*

Right: I prefer building to leasing.

Right: I prefer to build rather than to lease.

Theme 92a: Rewrite each of the following sentences twice, correcting in the two ways shown above: 1. I prefer to miss the train than to run for it. 2. Do you prefer to be expelled than to apologize? 3. He preferred to write a letter than to explain in person. 4. I prefer to enter business at once than to go to college.

5. I should much prefer to pay the money than to dispute with you. 6. They prefer to take their ease than to work. 7. She prefers to go to a party than to study her lessons. 8. I preferred to freeze my nose than to be suffocated by the bad air. 9. I prefer to risk the journey alone than to have your company. 10. He preferred to kill the horse than to let it suffer. — **Theme 92b:** Write ten sentences using *preferable to* in each.

*No sooner
... than*

93. Study *than, till, until* in the Glossary of H. Also notice this: "No sooner . . . when" is bad English; say *no sooner . . . than*.

Wrong: No sooner had we arrived when the play began.

Right: No sooner had we arrived than the play began.

[That is, We had arrived *no sooner than* the play began.]

But note:

Right: Hardly had we arrived when the play began.

*Hardly
... when*

Theme 93: Complete the following sentences, using a *when* clause or a *than* clause as the sense requires:

1. No sooner did the boat touch the wharf . . . 2. The clock had scarcely finished striking . . . 3. Hardly had I seated myself . . . 4. No sooner had Bassanio departed . . . 5. The policeman had no sooner turned his back . . . 6. Our hero had hardly opened his eyes . . . 7. She no sooner reached the bridge . . . 8. Scarcely had the buck emerged from the brush . . . 9. I had hardly laid down the pen . . . 10. No sooner did the King show signs of yielding . . . 11. I no sooner overcome one obstacle . . .

94. Study *too, very* in the Glossary of H. — **Theme 94:** The following sentences are unidiomatic. Rewrite them, correcting each by inserting an adverb (*much, greatly, seriously, gravely, sadly, happily, deeply*, or any other appropriate adverb) after the "too" or

*Too and
very with
parti-
cles*

the "very." 1. He seemed very moved by the appeal. 2. I am very delighted to hear it. 3. They are too offended to forgive us. 4. He is too injured to walk. 5. I am very grieved by this news. 6. She lay down again, feeling very relieved. 7. We are too involved in this affair to withdraw. 8. You need not feel too discouraged. 9. I don't feel very elated. 10. He can't judge fairly; he is too misled by his prejudices.

95. Study *plan* in the Glossary of H. — **Theme 95:** "Plan on"
Write ten sentences using *plan* followed by an infinitive.

96. Study *rarely ever* and *seldom ever* in the Glossary of H. — **Theme 96:** "Rarely ever"
Write ten sentences using *seldom* and ten using *hardly ever*.

97. Study *help* (2) in the Glossary of H. — **Theme 97:** "Cannot help but"
Complete each of the following sentences by inserting a gerund (see H., page 201) in the vacant place (e.g., "He cannot help *displaying* his bad temper").
1. He cannot help — his bad temper. 2. I cannot help — that he is insincere. 3. They could not help — at his mistake. 4. He could not help — angry at them. 5. I cannot help — offended at your words. 6. I can never help — how he acted. 7. In spite of his homely looks, no one could help — him. 8. Can any one help — his shortcomings? 9. You cannot help — if you persevere. 10. I can't help — what I am. 11. He could not help — money freely.

98. Study *in back of* in the Glossary of H. — **Theme 98:** "In back of"
Write ten sentences using *behind*.

99. *Relate* and *discuss* take direct objects; do not *Relate Discuss*
say "relate of" or "discuss about."

Right: He relates an adventure.

Right: He discusses evolution.

Theme 99: Write ten sentences using *relate* (in the sense of *narrate*) and ten using *discuss*.

Treat of **100.** Study *treat* in the Glossary of H. — **Theme 100:** Write ten sentences using *treat of*.

That clause appositive to it **101.** Study *when* in the Glossary of H. — **Theme 101:** Complete the following sentences with *that* clauses: 1. It was on Easter day . . . 2. It was long before the war . . . 3. It was only yesterday . . . 4. It was on a Friday night . . . 5. It was in 1907 . . . 6. It was three years ago . . . 7. It was during last summer . . .

"Remember of" **102.** Study *remember* in the Glossary of H. — **Theme 102:** Write ten sentences using *remember* followed by a gerund (e.g., "I remember *seeing* them both on the ship").

Reverend **103.** Study *Reverend* in the Glossary of H. — **Theme 103:** Write fifteen sentences, each naming a clergyman and all containing the title *Reverend* correctly used.

In search of **104.** Study *search* in the Glossary of H. — **Theme 104:** Write ten sentences each containing *in search of*.

"In the year of 1910" **105.** It is incorrect to say "in the year of 1910," etc. Omit "of."

Right: I was born *in the year 1890*.

Theme 105: Write ten sentences each containing *in the year* followed by a date (e.g., "in the year 1900").

"Tend to" **106.** It is incorrect to say "tend to"; say "tend" or "attend to."

Wrong: I tend to the furnace.

Right: I tend the furnace.

Right: I attend to the furnace.

Theme 106: Write five sentences using *tend* and five using *attend to*.

Double negative **107.** Study § 121 in H. — **Theme 107:** Do Exercise XLIII in H. Also correct and rewrite the following sentences: 1. There hasn't been no panic since 1907.

2. I haven't written no theme. 3. I haven't done no reading. 4. I haven't studied no lesson. 5. She hasn't never missed a class. 6. She isn't never late. 7. Haven't you had no breakfast? 8. Didn't you get no pay? 9. I don't want no dispute. 10. Don't break no dishes here.

108. Study § 122 in H. — **Theme 108:** Do Exercise XLIV in H. Also correct and rewrite the following sentences: 1. There didn't seem to be hardly any chance of success. 2. I can't hardly see it so far away. 3. I can't understand hardly anything in the chapter. 4. He doesn't appear to be hardly master of himself. 5. You haven't been here hardly an hour; don't go yet. 6. They didn't seem hardly near enough to hear my gunshot. 7. He isn't hardly as big as a derringer. 8. Six feet! Why, you aren't hardly five feet five. 9. I don't hardly see the difference.

Incorrect
negation
with
hardly
etc.

A General Exercise in Good English

109. Study the Glossary of H., and also §§ 22, 31, 85, 95. — **Theme 109:** Rewrite the following composition, correcting all bad English. Make no changes in punctuation or sentence structure. Make no changes at all, beyond substituting correct words and phrases for incorrect words and phrases. Before beginning, study thoroughly the Glossary of H.; and while doing the exercise, make frequent reference to that Glossary.

General
exercise

1. Rev. Ames is recognized every place he goes as a real good preacher. Even a person who isn't overly fond of him personally can't help but enthuse at his eloquence — providing they are not atheists. There isn't a preacher any place around here who is better posted about current events. His sermons are strictly

up to date; he don't deal much with old fashioned theology, like so many preachers do. Moreover, he has the advantage of a nice appearance; he is black-eyed, curly-haired, dark complected, and altogether real grand to look at. When he raises up to his full height in the pulpit and starts out in his sermon, you never see any one laying back indolently in their seat, like they were entirely disinterested; every party in the church gives their closest attention until he is through speaking. I have no doubt but what Rev. Ames is the finest preacher in our town. We have quite a few swell pulpit orators in our midst, too; but not a one of them is anywhere near as notorious and popular as Ames — outside of Rev. McNeil perhaps.

2. But he has enemies. Take it two years ago, a party named Jeremiah Stone, and who ran a hardware store a little ways down the street from Rev. Ames and sold coal on the side, accused Ames of an underhanded act. He said that he had loaned Ames an axe for fixing a broken fence; that a few days later, wishing to split some rails that were laying in a nearby woods, he asked for his axe; and that Ames had claimed he did not remember of borrowing any axe. Less people believed this story than Stone expected. He always acted like he had a grudge against the minister; he was generally regarded, anyway, as an individual with an ugly disposition; and so now most every one calculated that he was lying. Scarcely had he started this slander than it was proven to be entirely false. Stone no longer lives here; after the charge which he brought forth against Rev. Ames was proven to be untrue, he went west; he located some place way out in Oregon, I have heard. I guess he knew that since people had found out the truth about the axe proposition, the

prosperous phase of his coal and hardware business in our town was over with.

3. Another of the Rev. Ames's bitter enemies is Perry, the grocer, and who really has a kind of a justification for being mad at the minister. Perry became unfriendly due to a controversy between himself and Ames along the line of politics. The two men were opposed to each other in regard to a certain deal proposed in the city council, and Rev. Ames won out. The controversy started out this way: Some citizens were planning on a street carnival to be held last August. Their purpose was no different than that with which street carnivals are usually gotten up — namely, to draw crowds of visitors to the city and thus increase the amount of business. The plan was favored by most of the hustling merchants of the city, and of whom the most active was Perry. Quite a few professional men — lawyers, doctors, teachers, and etc. — also endorsed the plan. But Rev. Ames, always active along the line of reform, got up a movement to down it. He claimed that a carnival would demoralize the town in various ways: firstly, by encouraging drunkenness; secondly, by promoting extravagance among our own citizens; thirdly, by bringing into our midst numerous pickpockets, swindlers, and etc.

General
exercise

4. Now, the merchants banked on an appropriation from the city council for the expenses of the carnival; without such assistance it would be no use for them to try and carry out their proposition. This fact was seen right away by Rev. Ames; and having sized up the situation, he concluded to make his main effort along the line of dissuading the council from making the appropriation. In this effort there didn't seem to be hardly any show of success; nine aldermen emphat-

ically endorsed the carnival, only five were declared opponents of the same, and the balance — three in number — kind of wavered. But Ames would not be downed without a struggle. He labored with the three uncertain aldermen, and endeavored to convert some of the nine who endorsed the carnival. He also kept up a continual campaign of protest, holding meetings, making speeches, and etc. He wrote up in the newspaper some recent carnivals of other cities; in his article he not only showed up some awful occurrences that had transpired under his own observance, but even dove into statistics, bringing forth some figures by which he claimed that the street carnival was clearly proven to be a most immoral proposition. While he was running his campaign along these lines, the merchants were comparatively inactive due to their confidence, as they calculated that they were not only liable to win out but sure to do so.

General
exercise

5. When the appropriation came to a vote in the council, there were not to exceed thirteen present, and seven opposed the appropriation. Perry, who happened to be present, hustled out in search for the missing members, and an effort was meanwhile made to postpone the vote until these members should arrive. An eclipse of the moon transpired that night, and a small bunch of aldermen had gone out to a nearby hill to witness this phenomena, forgetting the important deal that was to come before the council. Perry found them gazing at the eclipse, much interested and enthused. He hastily summoned them to the council room; but when they put in their appearance there, the vote had been taken. They were very aggravated at this phase of the matter. One of them demanded the council to reconsider the vote, but this demand

was greeted by a contemptible laugh. Rev. Ames and his friends, having won out so nicely, were too delighted to repress their mirth. Ames acted the same as a boy who has won a game of marbles. But I have seldom ever seen a man as mad as Perry was. He went home and packed his grip and started out to leave town. By the time he reached the depot, though, his temper had cooled some, and he concluded to stop in the city a little longer. He has ever since hated Rev. Ames. Mutual friends of the two men have made several efforts in the line of reconciliation, but of no avail; Perry was too aggravated to ever again have anything to do with Rev. Ames.

RHETORICAL PRINCIPLES

Reference

Clear
reference

110. Study §§ 55, 56 of H. — **Theme 110a:** Rewrite (recast if necessary) the following sentences, correcting bad reference: 1. I delighted in going away from home; one day Father found me about two miles away from home, carrying an old bucket. But I spent most of my time there, when I grew older. 2. Dumont said that Charles had been found, as a new-born child, at his doorstep, and that the only means of identifying his father was a slip of paper pinned to his clothes. 3. The abolition of the training table was wise, for it led to professionalism. 4. The marines then opened fire on the natives. They scattered in all directions and were not seen again until they sailed away from the island. 5. I do not believe that one who has left us would wish us to mourn for them. 6. There was never a graduate of the Minneapolis high schools so lacking in knowledge of their native language as are many upper-classmen I have met in Berkeley. 7. Giovanni noticed an old man tending the flowers. This man was the gardener, but he was astonished to see how cautious he was in touching them. 8. Let me try to state my opinion of the high and noble place occupied at the present time by the art of debate. I wish to emphasize "at the present time"; for I fear that if certain tendencies continue, it will not long remain

in its honorable station. 9. My acquaintance with the Bible is limited to a few chapters which I read last summer — the first time I ever had access to one. —

Theme 110b: Rewrite (recast if necessary) the following sentences, correcting bad reference: 1. Then began

his brilliant military career in the Civil War, which was terminated by his death. 2. My work was principally at the bench, which consisted of cutting, sewing,

and riveting. 3. A big box stood near the stove which served as a seat for two loungers. 4. The lamp of an

incubator furnishes the artificial heat to the chicken which takes the place of the natural heat of the hen.

5. Tramps of the kind I have described will work, and when necessity presses, he will work hard. 6. The son

of Kamal went back with the Englishman as his body-guard. 7. When the sergeant saw that a man was

getting too much beer at the Canteen, he was immediately put out. 8. Lamb thinks that all women

should insist on respect and gallantry toward all her sex. 9. You sometimes meet inquisitive fellows who

will question you about matters in which he has no concern. 10. It is very advisable to take military

drill. Even if you never see a battle-field, the training obtained from it will help you in your future work.

— **Theme 110c:** Rewrite (recast if necessary) the following sentences, correcting bad reference: 1. In the

parting of Hector and Andromache we see the steadfast love and devotion which the character of a man

like Hector naturally inspires; her whole life and thought centers in her husband. 2. Hector's character

was the opposite of Paris's; while he was devoted to his country's welfare, Paris was devoted to his selfish

pleasures. 3. Such a dangerous instrument as a gun requires the utmost care both when in use and when

Clear
reference

not in use. The liability to accident is so great that the user must exercise great caution in discharging it. 4. I learned that the chimney had taken fire, but that it had been extinguished. 5. Denis told Blanche's father that he wished to marry his daughter, and he swore that unless he consented, he would call in his soldiers and sack his house. 6. A policeman ran up and snatched the baby from the baby-carriage just as the bear came up. He sniffed at the fur robe lying in the carriage, which he probably thought had been manufactured from the remains of a relative. 7. In the corner sat a bashful boy who would have answered to the name of Jo Reynolds if such a question had been asked him. 8. The old scientist was especially interested in the study of poison; to carry on this study he experimented on his daughter, diffusing it through her body. 9. I wanted to stay and watch the scene. But no: I had to hasten to my work. I could not do so. 10. The people that witnessed the scene were sure that a collision would take place and that the horse would be ground to pieces; but as the engine neared the animal it jumped from one track to another, running to the bend near the Keene canning factory, where it was stopped. — **Theme 110d:** Correct and rewrite the following sentences: 1. A gigantic man, a cripple, who wheeled himself about the streets in a chair is described in the essay entitled *The Decay of Beggars*. He tells how cheerful this "half-limbed giant" was in spite of his hardships. 2. In *A Chapter on Ears* we are told that people who have no musical ear may yet enjoy music, and he tells his own experiences as an illustration. 3. The essay entitled *My Chateaux* deals with the old idea of building castles in Spain. He describes the beauty of his own castles and the mag-

Clear
reference

nificance of the surrounding estates. 4. In college no one forces you to study as they did in high school. 5. Here a lesson is assigned, and we can get it or not, just as we please; but in high school we were compelled to get them. 6. Some farmers go over the field with a drag in order to get the soil around the seeds. He then leaves the field for Nature to care for. 7. Many tradesmen spend their time in worrying lest some competitor may make more money than he does. 8. In order to have strong muscles a man must exercise them. 9. In Europe they take great care of their forests; consequently their forests resemble well-kept parks. 10. When one drowns a cat, you have to tie a stone around their neck. — **Theme 110e:** Do Exercise XXVIII in H.

111. Study §§ 10, 55, 126 of H. Be careful of ambiguous, indefinite, and meaningless *it*. — **Theme 111a:** Rewrite the following sentences, eliminating every bad *it*: 1. A sloop is a simple form of sail-boat. It has one mast, and it is set in the forward deck. 2. There is a prohibitory law in Evanston; and though it is easy to get on a car and go to Chicago, yet it is effective because it makes it more difficult to get liquor. 3. The small draught of the boat makes it possible to use it in shallow water. 4. Poe's description of the Maelstrom is very impressive, though whether it is true is doubtful. At any rate, it is a terrific whirlpool. 5. The sickle should be changed at noon for a sharp one as it makes it easier for the horses and it also cuts the hay better. 6. If there were two classes in chemistry, it would bring better results. As it is now, the students get little good from the lectures. 7. Toward the end of the essay a marriage feast is described. It tells of the illustrious guests who were present. 8. The incident you speak

*It used
ambigu-
ously or
indefi-
nitely*

*It used
ambigu-
ously or
indefi-
nitely*

of occurs in *Romeo and Juliet*; it tells how a friar assisted in an elopement. 9. It was difficult sometimes to get permission to go swimming. Yet often it was an advantageous way for our parents to get odd jobs done. If it was to mow the lawn, the work would be finished in a remarkably short time when a swim was to be the reward. — **Theme 111b:** Rewrite the following sentences eliminating every bad *it*: 1. A block in which crushed stone is used is more durable than one in which only sand is mixed with the cement; and it is also the cheaper method. 2. In the story, *The Pit and the Pendulum*, Poe deals with a subject not familiar to most readers. It treats of religious persecution in Spain. 3. Several times I wanted to leave school and go to work; but my mother did not look at it in the same light. 4. It takes much practice before one has learned this art thoroughly. 5. The numerous ball and parties distracted me from my studies. In November it got so bad that I was invited to converse with the dean. 6. Ships that go within the border of the whirlpool are inevitably destroyed. It has also been known where whales have been sucked into the vortex and killed. 7. English I have found a very dull study. I don't know whether it is the method of teaching or my own lack of ability. 8. The ticket office is a shabby little affair; it would improve the appearance of the grounds if a better one were erected.

*Which
without
antece-
dent*

112. The relative pronoun *which* should not be used referring to a whole statement if that statement contains nouns to which the *which* may be erroneously referred.

Bad: He opened the tent-door which was very dangerous.

Use a dash and put a noun (*fact, act, operation, etc.*) before the *which* :

Right: He opened the tent-door — an act which was very dangerous.

Theme 112: Correct the following sentences by the method shown above: 1. The reference books are used a great many times, which necessitates an unlimited amount of handling. 2. I have driven a motor for many hundred of miles and have had no accidents which I attribute to the scrupulous care I have always taken. 3. One day he was ransacking a house which the army often did at that time. 4. He did not hear her cry which was due to his deafness. 5. I was tardy at the opening exercise which resulted in a lecture from the principal. 6. My Christmas vacation was spent in camping on the shore of a lake, which people do not usually do for a week in winter. 7. The throttle can be opened any desired amount, which will raise the speed of the boat proportionately. 8. Unless you steer carefully, the boat may crash into the wharf which may result in serious damage to the hull.

Which
without
antece-
dent

113. Study § 60 of H. — **Theme 113:** Correct and rewrite the following sentences: 1. He is intellectually powerful, as may be seen in his many keen and pithy comments on life; but he uses it for malicious purposes. 2. Debating was a popular amusement in our county, and most of the farmers attended these debates. 3. Farm machinery is very fascinating to me, and I greatly enjoy using them. 4. The doctor had a country patient who required his presence every day. On one of these visits the doctor's motor broke down. 5. Curtis speaks of his interest in Spanish affairs, telling of his estates there and of how he longs to see them. 6. Anders and his brothers were accustomed to fish at a point near

Reference
to words
not ex-
pressed

the whirlpool, because the fish were plentiful there. While they were taking one of these trips, they were overtaken by a storm. 7. For several centuries England and France were at war almost constantly. One of these wars began in 1450. 8. It is a pleasure to go to my German class because I feel there is some possibility of my getting that lesson. 9. I will not attempt to discuss dress from the feminine point of view, for their tastes are too intricate for my comprehension. 10. If the car is dusty, this should be removed with a feather broom. 11. Look at ancient Greece; consider the love of athletic games that prevailed among these people. 12. I took a great fancy to iceboating, which furnishes sport, exercise, and knowledge of the art of sailing. I made several small ones, which I used on the pond near our home.

Plural
pronouns
referring
to singular
antecedents

114. Do not use a plural pronoun referring to a singular noun preceding; make the pronoun singular, or else repeat the noun in the plural. — **Theme 114a:** Correct and rewrite the following sentences: 1. I watched my sister playing with the pet lamb, one of which she had every year. 2. I should hardly say that a salesman must smoke in order to succeed, and yet most of them do. 3. As a vermin-killer the cat is very useful; were it not for them, rats and mice would abound in our houses. 4. The horse is the most useful animal employed by man. Their usefulness should make us grateful to them. 5. The gasoline launch is coming more and more into use. These boats are used chiefly for pleasure. 6. When you go duck-shooting, use decoys; throw out your decoys, and wait for them to come within shooting distance. 7. It is harder to get a duck after it is wounded than when it is flying, because when they are wounded they dive. 8. Even

when you see which tree your squirrel went up, you are likely to lose him, because they are so clever at hiding themselves. 9. The incubator is a modern device for hatching chickens. All poultrymen who do business on a large scale use them. — **Theme 114b:** Correct and rewrite the following sentences: 1. The Arabs understand the horse and how to train it. They train them so that it brings out their noblest traits. 2. The life of an engineer demands that they be able to endure hardship. 3. An electric car, no matter how many people are jammed into it, can go, and usually does go, very rapidly; consequently it is often uncomfortable and even dangerous to ride in them. 4. Lamb says he enjoys meeting a young chimney sweep, with his sooty face and white teeth; and he exhorts the reader to be kind to them and buy them sassafras tea. 5. The motor car is used for commercial purposes also: many merchants use them for delivering goods. 6. A horse should be housed in a sufficiently warm stable, because when confined they cannot keep themselves warm by exercise. 7. That the American Indian was of very large stature is proved by the size of some of their skeletons found in recent excavations. 8. A gun should always be in perfect condition — kept so by constant care. Of course this statement does not apply to the cheap gun, for they are never in good condition, even when they are cared for. 9. If our records are not at fault, you have never yet sent us an order for a Seizum fish-hook. We therefore send you herewith a pamphlet, *The Seizum Story*, which we ask you to read carefully; it tells why they are superior in every respect to those made of ordinary material and by ordinary workmanship.

Plural
pronouns
referring
to singular
antecedents

Reference
to adject-
ival or
compo-
nent
noun

115. Do not use a pronoun or a pronominal expression referring to a noun used as part of a compound word, or used adjectively.

Bad: A trolley-car will stop if that member is off the wire.

Bad: Steam turbines are a new means of utilizing that power.

Repeat the noun:

Right: A trolley-car will stop if the trolley is off the wire.

Right: Steam turbines are a new means of utilizing steam.

Theme 115: Correct and rewrite the following sentences: 1. A college graduate loves to recall the friends he met there. 2. When you fill the gasoline-tank, always strain it through a chamois-skin. 3. On the counter was the usual cheese-case, with a knife lying near, for the convenience of any who wished to taste it. 4. Since my fishing-rod is broken I am deprived of that sport. 5. If the coffee-mill is out of order we can't have any to-night. 6. The members of the suicide club used various means for accomplishing that gruesome object. 7. Since the chapel-bell was silent, few people came to that building. 8. He came into the senate-chamber and insulted that body. 9. The New York *Sun* is the cleverest paper of that city. 10. The sophomore point of view is different; they think the practice is beneficial. 11. The freshmen yell could be heard about a block away, but none of them were seen to pass the house. 12. I did not care to contract the habit of cigarette-smoking because I had heard so much about their bad effects. 13. Bass-fishing is not much fun unless you catch a big one. 14. When a large bass is hooked, do not be hasty in

drawing in your line, for they make a desperate fight for freedom. 15. The high school I attended was inferior to most city high schools; their English department was especially poor. 16. Sheridan is situated in the potato belt, and the railroad affords a good means of transporting them to the city markets. 17. I am tired of this Roosevelt *régime*. He has ruined the prosperity of the country. 18. A college education is valuable for the varied society one meets in such an institution. 19. Father Holt was a Catholic priest; he had not been bred to that religion, but had been converted to it late in life.

Sentence-structure

Unity

116. Study §§ 72-75 in H. — **Theme 116a:** Embody the substance of the following sentences in sentences possessing unity: 1. At Geneva he became a traveling tutor to a young gentleman, the son of a rich London pawnbroker, traveling with him as far as Marseilles, where both were glad to separate and he returned to England, where he learned that his mother had died during his absence, which for a time prostrated him with grief, from which he sought consolation in literary work, publishing *The Vicar of Wakefield* in 1762. 2. Killing chickens was one of our diversions, and we hurt a good many by throwing stones at them and even went into the hen-coop to kill them, and when my mother saw the bodies she asked what had happened to the chickens, but of course I said I didn't know, and I don't think she ever found out. 3. I glanced around the room and every one seemed

Stringy
sentences

busily engaged while I was at a loss where to begin but I didn't fail though my work was nothing to boast of. 4. When my father's term of office expired, we moved back to the farm, where I staid until I was sixteen years old when I went west and went to work on a cattle ranch, and on account of the scarcity of men, the ranch owner gave me a pony and set me to watching cattle which was rough work but much to my taste. 5. After some time Giovanni and Beatrice began to love each other and saw each other daily, and one day, as they were strolling in the garden, Giovanni attempted to pluck a purple blossom from a large shrub, when Beatrice seized his arm and prevented him saying the blossoms were poisonous. 6. The contrast between the friendly little village I had left and the big city where I now lived, was very great, for I presented my credits to the third Ward School but the children among whom I was thrown did not seem so friendly as the pupils of the village school and it seemed as if school had even less attraction for me than before and I found it pleasanter to do something else than attend school so I would start in the morning as if for school but I would usually go to the Library and read until it was time to go home. 7. Pew asks Kit to break open the chest but Kit refuses to do it and draws his knife but Pew is too quick for him and springs at Kit's throat and the noise wakes the household and they come in. 8. Hector went to bid his wife good-bye and she tried to persuade him to stay out of the battle for her sake but his honor forbade him to comply and he described the glory their son would enjoy on account of his father's valour and she at last consented to his going. 9. Several times I had tried to rid my little brother of his beautiful curls but never

Stringy
sentences

succeeded until one Sunday my parents were at church and then I got some scissors and persuaded my brother to let me play I was a barber. — Theme 116b: Embody the substance of the following sentences in sentences possessing unity: 1. In the high school which I attended all English work was done in class, but I am in college now and to compare college work and high school work is foolish and I suppose prevailing conditions must be right. 2. The French fleet had met the English fleet at the Hogue and after a close-fought battle the few remaining French ships sought shelter in the bay of St. Malo where they could be protected by the guns of Fort Solidor but when they arrived at St. Malo they could find no pilots who could take them into the harbor and it seemed certain that the pursuing squadron of English ships would overtake and annihilate them. 3. When Damfreville told Hervé to name his own reward, Hervé only asked for a holiday which Damfreville gladly granted but gave him nothing more and now among the heroes of France Hervé Riel is forgotten by historians and his gallant aid given to his country in the time of her need is unknown to most people. 4. A friend of mine, a junior in the College of Engineering, outlined to me the advantages of the Engineering Course in the University of Wisconsin, easily persuading me to take that course and on September 24 I registered as a freshman in the College of Engineering and it is my greatest desire that at some future date I may be a graduate of that college. 5. Hawthorne's creation of the character of Beatrice, daughter of Dr. Rappaccini, who in his insane zeal for science had sacrificed his own child by nourishing her with poisons, so that merely her touch or her breath would bring death to human beings, to

Stringy
sentences

animals, to insects, and even to plants, is great because he has created a character that is otherwise maidenly and pure. 6. Usher's sister died while his friend was at the house and they placed her body in a tomb but she had not really died and to the terror of the two men she reappeared just as the friend was leaving the house and as he was leaving he looked back and saw the house fall in ruins. 7. The crowd on the shore watched him intently and he again dived into the pool but this time they waited in vain for his reappearance for he did not rise again and never again was the brave diver seen. 8. The tramp will work for a meal and as a rule the food he gets is insufficient compensation for the work he does but he eats it and he is happy. 9. Deadwood, South Dakota, was my home until I was two years old and then my family moved to Stewartville, Minnesota, where my parents still reside, my father being engaged in the mercantile business.

Order of Sentence Members

Clear
collocation

117. Study § 77 of H. — **Theme 117a:** Do Exercise XXXII in H., omitting sentences 4, 5, 6, 7, 9, 11, 12, 14, 19. — **Theme 117b:** Do Exercises 723, 724, and 725 in M. — **Theme 117c:** Do Exercises 726, 727, and 728 in M.

Trouble-
some
modifiers
placed at
beginning
of sen-
tence

118. A phrase or clause that modifies the main predication may very often be placed with advantage at the beginning of the sentence.

Bad: I was able to save the motor car that had broken away by a happy accident.

Good: By a happy accident I was able to save the motor car that had broken away.

Theme 118: Rewrite sentences 4, 6, 7, 9, 19 of Exer-

cise XXXII in H., and also the following sentences, using the method of arrangement shown above: 1. She was willing to forgive any offence which Matthew might commit at the slightest sign of repentance. 2. The logs are stripped of bark and freed from knots and other substances which might have a bad effect on the quality of the pulp by means of special machines. 3. The nurse pretended that her own child had died in order to gain the earl's property. 4. Many students have to wear their uniforms all the afternoon on the days when they have drill in order to be on time. 5. I moved a great boulder to the spot where Rover had brought the child ashore by means of a crowbar. 6. Iago has been said to take an artistic pleasure in the perpetration of evil deeds by many critics.

119. Study § 77 of H. — Theme 119a: Correct and rewrite the following sentences; make no changes except in the order of the members: 1. We cheerfully carried water to the patient horses that had drawn us all this distance in buckets. 2. Sometimes a child learns that there is no Santa Claus by accident. 3. Between the legs of the machine is a treadle which is attached to a pulley about one foot in diameter by a wooden crank. 4. I frantically shouted to my father who had strolled a little distance up-stream for help. 5. Squirrels are not the hardest animals to hunt by any means. 6. I was born in the city of Mineral Point in the year 1889 of Irish parents. 7. Slowly darkness came on, shutting the sandy desert and the misty lake in the distance from view. 8. The streets diverge from a common center which is the Capitol in all directions. 9. Frightened by the man's anger, I hurried home and tried to forget about the mischief I had done by piling wood. 10. The *Hee-Haw* won

Clear
colloca-
tion

Clear
colloca-
tion

the race from the *Yellow Dog* after a hard struggle by ten seconds. 11. This flagstaff surpasses any that I have ever seen in height. — **Theme 119b:** Correct and rewrite the following sentences; make no changes except in the order of the members: 1. I once remember putting a rat in my grandfather's pocket. 2. The dishes are placed so that they will not become insecure with the expansion caused by the heat when the kiln is fired and fall. 3. My father, having learned that I had gone swimming through some mysterious means, was waiting for me with something that wasn't a stick of candy. 4. The fact that it is compulsory is enough to cause a general dislike among the students of gymnastic exercise. 5. Every chance I get I make full use of to read some good bopk. 6. I obtained the position of one of the men who was on the sick-list with the promise of being retained as long as I made good. 7. A fellow cannot value the friendship made during his college career too highly. 8. Kamal ordered his men not to shoot out of respect to his brave foe. 9. I inherited extravagance and freedom with money from my father, and an aversion to taking advice from my mother. 10. The author tells how the sailor was saved from his fate in a plausible manner. 11. The paper announces the discovery of a huge embezzlement of trust funds by the skillful detective Pickard.

Squinting
modifiers

120. Study § 81 in H. — **Theme 120:** Correct and rewrite the following sentences; make no changes except in the order of the members: 1. Studying the style of a master in a certain way improves the style of a student. 2. When Samson came of age, much to his parents' displeasure, he married a Philistine woman. 3. The person who steals in nine cases out of ten is driven to it by want. 4. Since a canoe cannot stand

any hard knocks when not in use it should be kept out of the water. 5. Although it seems illogical, to my mind, at least, it is very pathetic. 6. As he reached Randolph Street by a lucky throw a policeman tossed his club into the rear wheel of the bicycle. 7. Dawes who led the party after the passage of the ford saw an antelope in the distance. 8. If a man who is anxious about business matters after his work is over will play a game of tennis or handball, his cares will vanish. 9. Though we think there will be much to talk about when our guests are with us we stare at each other and can think of little to say. 10. That disregard of law has a bad effect in most cases is self-evident. 11. When the villain Pew sees that he will be discovered by base methods he tries to throw the guilt on his innocent companion. 12. When I arrived in Chicago for the first time in my life I was left to take care of myself. 13. When a boy is sent to college, as a rule, he wishes to be popular. 14. To live in a well-kept house without doubt affords much comfort to every one.

121. Study § 80 of H. — **Theme 121:** Rewrite sentences 5, 11, 12 of Exercise XXXII in H., and also the following sentences, improving the arrangement of the members: 1. A tall man reached up and smashed a small window with his fist, through which a little fresh air was thus admitted. 2. He knocked his pipe against his left hand, from which a small shower of sparks fell to the ground. 3. Presently I saw the shining eyeballs of a bear directly in front of me among the bushes which seemed about to spring at me. 4. To see a good ball game instills a spirit into a person that otherwise could not be obtained. 5. They arranged a sort of gymnasium for us in the back yard which consisted of a horizontal bar, a pair of rings, and a trapeze. 6. I

Position
of relative
clauses

found a nugget on Cheyenne Mountain which I have ever since carried in my pocket. 7. His well-fitting coat gave a military air to his appearance which was heightened by his erect carriage. 8. Lawrence braved dangers and suffered hardships in order to provide a home for this woman of wealth and fashion which would be comfortable enough for her fastidious taste. 9. She became very angry at her father upon learning this news, who chanced at this moment to enter the garden. 10. To one end of the cylinder a pump is attached which forces cold water into the hot compartment. 11. In the bow a man is stationed who takes soundings. 12. Louden learned the man's name and telephone number who wished to buy the ship.

Split in-
finitives

122. Study § 85 of H. — **Theme 122a:** Do Exercise XXXV in H. — **Theme 122b:** Rewrite the following sentence, eliminating split infinitives: 1. The process is repeated three times in order to thoroughly purify the juice. 2. He learned how to properly apply himself to his work. 3. He was the first to really devise an adequate means. 4. While reading the story, I determined to at some time attempt to dramatize it. 5. It was difficult to clearly ascertain where the city left off and country began. 6. It will be advantageous to first study the chemical composition of this deposit. 7. On Sunday he had a chance to again try his fortune. 8. They proceeded to forcibly remove the man who had caused the disturbance. 9. He managed, in spite of the rain, to thoroughly enjoy himself. 10. The warmth causes the snow to partly melt. 11. The wheat fields seemed to completely surround the house. 12. The exercise, though light, is sufficient to materially benefit those who take it. 13. Aram wished to bribe Houseman to forever leave the country. 14. He seems able to always say the right thing.

123. Study § 85 of H. A modifier of an infinitive may very often be advantageously put before the *to*.

Modifier
of infinitive
placed
before *to*

Good: It was immoral *so* to jeopard the life of a public official.

Good: He began *slowly and awkwardly* to shuffle the cards.

Good: He thought he would be able *safely* to descend the cliff.

Good: He was too gravely offended *ever again* to associate with her.

It

Theme 123: Rewrite the following sentence, placing the modifier of each infinitive before the *to*: 1. The boat seemed to fairly skim over the water. 2. That fact is sufficient to not only palliate but to entirely excuse his harsh speech. 3. He swore solemnly to never divulge the secret. 4. I tried to speak in such a way as to not offend her. 5. There she met the man whom she was to afterwards marry. 6. The President has directed the Attorney General to immediately proceed to a new trial. 7. It is remarkable that so villainous a character should be able to so thoroughly deceive his companions. 8. The thing to do is to firmly refuse. 9. My first precaution was to thoroughly test the bolts. 10. The heat seemed to nearly smother him. 11. I wanted to at least make the offer. 12. Though you are so obstinate, I wish to at any rate protest.

Incorrect Omissions

124. Study §§ 90, 90a (including the note), 90b in H. — **Theme 124:** Rewrite the following sentences: 1. All the men were assembled and the paper signed. 2. She was shown into the parlor and the light turned on. 3. The garret was ransacked but no clothes found.

Omission
of auxiliaries

Omission
of auxil-
iaries

4. The envoy was socially agreeable and welcomed by the aristocracy. 5. The bear was very ferocious and therefore carefully guarded. 6. She was anxious and tearful and pitied by all who met her. 7. The machine is put in place and the rollers connected. Later the rollers are stopped and a wide board substituted for them. 8. Her adventure was related at the hotel and the police informed. 9. A large dam is built and the mill operated by water-power. 10. The stock is soaked again and more chemicals added. 11. The date for the game was set and our men given the privilege of two nights' practice. 12. I was elected president and the installation ceremonies performed. 13. I think that for every temptation to which a man may be exposed a parallel case may be found in the Bible and the proper way to act learned from the example. 14. After all these details have been attended to and the boat painted and varnished, your work is done. 15. Next the armature was wiped clean and the oil-cups taken out.

Omission
of prin-
cipal verb

125. Study § 90c of H. — Theme 125: Rewrite the following sentences: 1. I hope you will not find the room so disagreeable as I have. 2. At the decisive moment he weakened, as I suppose I shall too when my time comes. 3. The sun rose just as splendidly and brilliantly as it had on the day before. 4. I have and I hope I always shall call Milwaukee my home. 5. The agricultural experiment stations have and will continue to be a great aid to farmers. 6. We were brought into closer companionship than we could have in any other circumstances. 7. Will the game continue to hold the high place it has in the past? 8. Who then will perform this labor? Why, the same man who has been, all these years. History has seldom and perhaps will never

again record such an act. 10. Football will continue to be the leading American sport in the future as it has in the past. 11. I worked as hard as any student could under the circumstances. 12. She did not learn so much as she might have. 13. I wonder whether you will enjoy it as much as I have. 14. Athletics have always and will always continue to be a part of a liberal education. 15. We used to smoke cornsilk, as I suppose every boy has. 16. On my trip I saw one of the saddest sights I ever expect to. 17. The state of a man's linen often tells more about his character than a long conversation could.

126. Study § 90d of H. — Theme 126: Correct and rewrite the following sentences: 1. Bacon was not so brilliant, but much more learned, than Shakespeare. 2. The climate here is warmer, but not so agreeable to me, as the climate of the north. 3. My crayons are whiter, and just as strong, as my competitor's. 4. Rubies are just as costly, if not more so, than diamonds. 5. The Whig candidate was not so conscientious, but far more effective, than his rival. 6. The price of meat is as high, if not higher, than it was last year. 7. Lake Erie is as treacherous, if not more so, than the ocean. 8. Prairie hay fattens horses as well if not better than timothy does. 9. My work in the drawing class was just as successful, though it cost a little more effort, than my work in the shop. 10. If the drill were not compulsory, I think the students would take as much exercise, if not more, than they do now. 11. The English used in the Bible is as good and probably better than that used in any other book. 12. Women in a class-room seem to receive as much or more of the men students' attention as the professor receives.

Omission
of *than*
and *as*
clauses

Omission
of modi-
fying
phrases

127. Study § 90e of H. — Theme 127: Correct and rewrite the following sentences: 1. Their love and devotion to their father is remarkable. 2. He showed a distrust and opposition to his adviser. 3. She was in a constant state of discontent and rebellion against her lot. 4. I feel a perfect love and confidence in my king. 5. He expresses complete approval and satisfaction with our plan. 6. I am not only thoroughly familiar, but exceedingly fond of the game. 7. He is not only different but far more admirable than his cousin. 8. Though he endeavored, he did not succeed, in convincing me. 9. I cannot consent — in fact I most heartily disapprove — of the measure. 10. He acted not in accordance, but contrary to my instructions. 11. They were willing to comply, but not disposed to respect, our orders. 12. Are you willing in all matters to comply and yield to our wishes? 13. The officer did not act in violation, but in strict compliance with the law. 14. His license was revoked in consequence, and in strict conformity to, the revenue law. 15. They were not only interested, but very much delighted, with the proposal. 16. I hope you will take an interest, and in all possible ways be of assistance, to my son. 17. Love is a feeling of affection, fondness, or attachment to some person. 18. Nothing can so easily add or detract from the enjoyment of a dinner as the method in which it is served. 19. Our methods are different and much more rapid than those used in the East.

Omission
of plural
nouns

128. Study § 90f of H. — Theme 128: Correct and rewrite the following sentences: 1. Goethe possessed one of the greatest, if not *the* greatest mind of his era. 2. This battle brought one of the severest, if not *the* severest defeat of the war. 3. Sowles was one of the

mildest, if not *the* mildest curate in Sussex. 4. *Markheim* is one of the strangest, if not *the* strangest story I ever read.

129. Study so (1) in the Glossary of H. — **Theme 129:** Rewrite the following sentences inserting *that* where it is necessary: 1. It was so hot I had difficulty in eating it. 2. He was so weak he could not stand. 3. The lamp was hung so high I could not reach it. 4. This pen is so rusty it is useless. 5. It moves so fast you can hardly see it. 6. It became so interesting I forgot my engagement. 7. The surgeon was so deft he gave me no pain. 8. The cars are so slow I prefer to walk. 9. He was so rude she became angry.

Omission
of *that*
after *so*

Dangling Modifiers

Participles

130. Study §§ 62-65 of H. — **Theme 130a:** Correct each of the following sentences by both the methods shown in § 64 of H.; rewrite each sentence twice: 1. Looking toward the east, the harbor presents the appearance of a crescent. 2. Looking at these trees from the west, they appear very close together. 3. Looking toward the north, the walls of the valley rise high and steep. 4. Viewing the Troy school-house in summer, the foliage of the surrounding trees seems almost to bury it. 5. Not being a spring switch, care must be taken to open and close it rapidly. 6. "Now for this packet of papers!" said the squire. Tearing open the envelope a map fell out. 7. Having twice before been a candidate for the presidency, a third nomination indicates a substantial growth in the principles for which I have contended. 8. A large crowd of spectators watched Mr. Wright's trip around the drill

Dangling
introductory
participles

Dangling
introductory
participles

ground in his aeroplane. Rising, descending, turning sharp angles, the sight was marvelous. 9. Having bought my gun from a reliable dealer, and having used it carefully for five years, it shoots as accurately and looks as well now as it did when I first got it. — **Theme 130b:** Correct each of the following sentences by both the methods shown in § 64 of H.; rewrite each sentence twice: 1. Having been in America only a few months her English was very broken. 2. Never having seen the house, it is naturally hard for me to describe it. 3. Going up the north shore, the wind was against us. 4. Having eaten no breakfast and therefore feeling somewhat faint, the motion of the ship soon brought on a distressing nausea. 5. Arrived at the hospital a consultation was held, to determine whether I should be operated on. 6. Being in need of a pair of suspenders my mother extemporized a pair for me, using some strong tape. 7. Pondering on this contrast, my respect for my compatriots increased. 8. We looked back for a last view of the little group of cottages; then turning a bend in the road, they were hid from our view. 9. Taking into consideration all the good that football does, the game should not be abolished.

Dangling
participial
phrases of
result

131. Do not end a sentence with a result participial phrase which is not related to any noun preceding.

Bad: He loved her dearly, thus making her death a great grief.

Right: He discharged his clerk, thus saving a good deal of expense. [Right because "saving" relates to "he."]

Correct bad participial conclusion of result (1) by using a semicolon or period and putting an independent clause after it;

- (1) Right: He loved her dearly; thus her death was a great grief.

Dangling participial phrases of result

or (2) by changing the participial phrase to a subordinate clause.

- (2) Right: He loved her dearly, so that her death was a great grief.

Theme 131: Correct each of the following sentences by both the methods shown above; rewrite each sentence twice: 1. The molten iron is very heavy, causing it to sink to the bottom. 2. The conduit is laid during the construction of the house, making the conduit part of the building itself. 3. The little ship was very light, causing it to ride the waves easily. 4. She became suddenly ill, making it impossible for her to attend the prom. 5. He was well acquainted with the best literature, thus making him an able critic. 6. By Riel's skill the French ships were piloted to safety, thus saving France from the crushing loss that had been impending. 7. The horse is useful in many ways and saves mankind much labor, thus entitling him to the best possible care. 8. The boat should be taken out of the water before winter comes, thus preventing it from being frozen into the ice. 9. The chores take up a good deal of time, and he cannot begin his wood-cutting till ten o'clock, making the day very short. 10. The boat should be kept well cleaned and painted, thus giving it a neat appearance.

132. Do not use *caused by* (*such and such a thing*) when the thing of which the cause is stated is not represented by a noun or pronoun.

Dangling caused by phrases

Bad: The crop was small caused by the drought.

Right: There was a *famine* caused by the drought.

Correct dangling *caused by* phrases by using *because of*, *on account of*, or *as a result of*.

Right: The crop was small on account of [or because of, or as a result of] the drought.

Theme 132: Correct and rewrite the following sentences: 1. I felt very sick caused by the motion of the boat. 2. I could not recognize him caused by his beard. 3. He displeased several of the audience caused by his frivolity. 4. The larger boats cannot land here caused by the shallowness of the water. 5. He failed to get the position caused by his untidy dress. 6. He was feeling downcast caused by the small returns. 7. The market was dull caused by rumors of war. 8. The people were wildly excited caused by the news of victory.

Dangling
participles
in general

133. Study § 62-65 of H. — **Theme 133:** Correct each of the following sentences by one of the four methods shown in § 64 of H. and § 131 above: 1. The first view of the town coming down the road from the west is very uninteresting; but drawing nearer, several pretty features appear. 2. Looking back over the road by which I had come, a beautiful landscape greeted my eye. 3. Being late in the autumn, the trees were beautifully colored. 4. The mob came into the town quietly and, proceeding at once to the jail, the jailer, Jake Butts, was summoned to the door. Opening the door and stepping out without any suspicion, about fifty shot-guns were levelled at Mr. Butts. 5. Our vacation came to an end early in September, and we started home. On the train coming home was a Kansas lady on her way to Europe. 6. He frequently saw her in the garden, sometimes climbing over the wall and walking with her. 7. According to Kipling's tale, a bandit steals a horse from an English colonel opening with a brief account of the robbery. 8. The

present name of our village, *Jennings*, is soon to be changed to *Merrill*, named after the president of the St. Paul Railroad. 9. The rear girth should be fastened somewhat more loosely, at the same time pushing it slightly forward. 10. My friends have always been chosen with some consideration of their morality always associating with those I believed to possess good characters. 11. My travels in the United States have been rather extensive, also making several trips to Canada. 12. The science of physics should be taught more thoroughly, laying special stress on statics. 13. Coming from the backwoods as I did, Chicago was a very astonishing city.

Gerund and Infinitive Phrases

134. Study §§ 66-68 of H. — **Theme 134:** Correct each of the following sentences in both the ways shown in § 68 of H.; rewrite each sentence twice:

1. He gave an antidote so powerful that any poison was made harmless after taking it.
2. A mixture of sand and gravel is used for filling the holes; after being dumped into the holes, water is poured upon the mixture.
3. In talking to old Romulus he does not answer as if he were intelligent, but he is so, really.
4. After seeing that the tires are in order, the engine may be started.
5. While traveling through a small town not long ago, the general store attracted my attention.
6. Upon arriving at the station our train had not yet been made up.
7. After being borne forward some distance, the roar of a cataract announced greater danger.
8. The horse now became utterly ungovernable; and after dashing madly through the crowded street, knocking down several pedestrians, and kicking

Dangling
gerund
phrases

X

the dash-board to pieces, I decided to get out of the buggy. 9. After looking at the high bluffs, the green valley attracts one's attention.

Gerunds
and infinitives
with
change of
voice

135. Study § 76 of H., and also learn the following rule: A person or thing should not, in the same sentence, be made the *subject* of a finite verb and the *object* in a gerund or infinitive phrase.

Bad: After developing the films, they should be washed.

Correct such sentences (1) by making the gerund or infinitive passive;

(1). Right: After *being developed*, the films should be washed.

(2) by changing the phrase to a clause with a passive verb;

(2) Right: After *the films have been developed*, they should be washed.

or (3) by making the person or thing the object, instead of the subject, of the finite verb.

(3) Right: After developing the films, wash *them*;
[or] After developing the films, one should wash *them*.

Dangling
gerund
phrases
with
change of
voice

Theme 135a: Correct and rewrite the following sentences; consider which of the three methods of correction shown above is best for each sentence, and according to your choice write 1, 2, or 3 after each sentence: 1. Instead of gluing the top in place, it was fastened with nails. 2. After mixing the cement and the sand in the right proportions the mixture is put into moulds. 3. After opening the champagne bottle it was found to contain only water. 4. By moving the clutch

half-way, it will become disengaged. 5. By letting a gun stand for several days without cleaning, it will usually rust. 6. In mounting the instrument on the tripod, it should be turned until the thread is engaged. 7. After dealing the deck, it was found to be incomplete. 8. Perhaps by telling you a few details of the plot, you will know which book I refer to. 9. After telling him my experiences he was willing to tell his. 10. I dashed the poison from his hand, and after giving him a lecture on the cowardice of suicide he told me his pitiful story. 11. Don't suppose that by merely expressing your wishes they will be granted. — **Theme 135b:** Correct and rewrite the following sentences, following the directions given above for Theme 135a: 1. To enjoy a walk thoroughly, it should be taken early in the day. 2. To make a farm profitable, it must be managed by an expert. 3. To appreciate pictures, they should be studied. 4. In order to save the railroads from bankruptcy, they must increase their rates. 5. To make a horse a good roadster, it should be trained while it is a colt. 6. In order to enjoy the full value of a horse, he should be well cared for. 7. To make a dog come home, his feet may be greased. 8. To make the linen stiff, it is usually dipped in starch. 9. In order to make a politician popular, he need only abuse the corporations. 10. In order to protect the children, they were sent into the cellar. 11. The wheels should be oiled regularly to keep them in good order.

Dangling
infinitives
with
change of
voice

Elliptical Clauses

136. Study §§ 69, 70 of H. — **Theme 136a:** Correct the following sentences in the way shown in § 70 of H.: 1. When making a landing, great care should be

Dangling
elliptical
clauses

Dangling
elliptical
clauses

taken not to jam the boat. 2. While inflating the tire, the air-tube of the pump broke. 3. When a small boy my summers were spent at Nantasket Beach. 4. When about half way to his destination, a storm overtook him. 5. When a boy, many were the hours I spent in boating. 6. Last winter, while on a hunting expedition, my first chance to bag a deer came to me. 7. One dark night, while keeping a herd of steers in corral on my uncle's ranch, a stampede occurred. 8. While on my way to church, the Sunday quiet was suddenly broken by a shriek. 9. While leaning against the door, it suddenly opened, and he found himself in the vestibule. 10. While spending my vacation at home, my father took me on a long ride in the country. 11. While working in the garden one day, cultivating the blossoming shrubs, a lizard crawled across the path. — **Theme 136b:** Correct the following sentences in the way shown in § 70 of H.: 1. I have said little about my life while in the high school. 2. The injured man was quickly placed in the ambulance: but while on the way to the hospital, a blood vessel burst. 3. While still in the high school, thoughts of college life roused my enthusiasm. 4. When a young man, people spoke of him as a reckless spendthrift. 5. While visiting Colorado Springs, my hostess made up a party to climb Pike's Peak. 6. While in Chicago last summer it was my fortune to meet a very pretty girl named Eudora. 7. I can tell only a few of the incidents that occurred while on our trip. 8. One's evenings are free during the high school course; but while taking a college course, this is not the case. 9. Comfort and safety are assured when riding in the parlor car. 10. While reading the *Iliad*, the clash of arms seems to sound in the distance.

*Coördination**Ungrammatical Coördination*

137. Do not introduce by *and*, *but*, or *or* an expression which is not coördinate with any preceding expression.

Bad: I started into high school with the intention of completing the course and then go to a school of engineering.

And, but, or or joining elements not grammatically coördinate

"Go to a school," introduced by "and," is not coördinate with any preceding expression.

Bad: The author describes the child as very fond of animals and for this reason was provided by his parents with many pets.

"Was provided," introduced by "and," is not coördinate with any preceding expression. Correct such bad sentences (1) by recasting what follows *and*, *but*, or *or*, so that it is coördinate with some preceding expression;

(1) Right: I started into high school with the intention of completing the course and then *going* to a school of engineering. ["Going" is coördinate with "completing."]

(1) Right: The author describes the child as very fond of animals, and *as having*, for this reason, many pets provided by his parents. ["As having" is coördinate with "as very fond."]

or (2) by recasting what precedes the *and*, *but*, or *or*, so that it is coördinate with what follows.

(2) Right: I started into high school intending to *complete the course* and then go to a school of engineering. ["To complete" is coördinate with "to go."]

(2) Right: The author says *that the child was very fond of animals*, and for this reason was provided with many pets. ["Was very fond" is coördinate with "was provided."]

**Gram-
matical
coördi-
nation**

Theme 137a: Correct and rewrite the following sentences; consider which of the two methods of correction shown above is best for each sentence, and according to your choice write 1 or 2 after each sentence: 1. I regard any such action as dishonorable and by no means does credit to one who proposes it. 2. He brought in some wood with the intention of building a fire and make the room more cheerful. 3. As many students desire to dispose of their books, and not wishing to purchase unsalable stock, we should like to know what books will be used next year. 4. Many people commit suicide simply for the purpose of getting their names in the paper and thus win a brief renown. 5. In a large city dogs are useless, because the conditions of a city prevent them from herding, from hunting, and even as companions, to some extent. 6. It would have been better had such people either waited until they were certain what profession they desired to follow, or else have taken a general college course. 7. We seemed to know each other better, and brought into closer fellowship. — **Theme 137b:**

**And join-
ing ele-
ments not
grammat-
ically
coördi-
nate**

Correct and rewrite the following sentences according to the directions for Theme 137a: 1. The oats, being a heavier grain than the barley and would become heated much sooner, had to be piled in long shocks pointing north and south. 2. Some men have had bones broken, eyes blinded, and otherwise seriously injured. 3. I heard the sound of footsteps and voices growing fainter and fainter and then cease entirely. 4. I saw a gentleman approach a friend and with great show of cordiality grasped his hand and said, "Hello, old fellow!" 5. They joined their forces for the express purpose of breaking through the line and so be able to reach Baden. 6. The gun-barrel is then sent to be cham-

bered and slots to be cut in. 7. The horse could be recovered by only one means: by riding at the utmost speed to the Pass of Jagai and cut off the thief before he could gain that pass. 8. The forward pass is an important factor in the new football game, — i.e., the open game and not the mass rushes so often used in former years.

"And
which"

138. Study §§ 95, 96 in H. — **Theme 138:** Correct each of the following sentences by one of the methods shown in § 96 of H.; consider which of those methods is best for each sentence, and according to your choice write *a* or *b* after each sentence: 1. North of the house was a beautiful lawn and on which several apple trees grew. 2. On a Sunday evening I took the steamboat *City of St. Louis* for Minneapolis, and which brought me to my destination on Tuesday. 3. There was once in Germany an independent principality, Grünewald, but which was weak and insignificant. 4. The radiators vary in size according to the volume of power necessary for heating, and which power may be either hot water or steam. 5. I formed a lasting friendship with a fellow named Banks, but who could make no headway in school. 6. It was an excellent town to bring up children in, but the advantages of which did not end there. 7. I soon went to San Francisco, where my friend Pinkerton had settled, and who thought I could make a fortune there. 8. Macaire is the most interesting character of the play, and about whom the whole action centers. 9. The tramp often lightens a housewife's work by sawing wood or drawing water, which her husband has forgotten to do, and who is in that case worse than the tramp. 10. I met some pleasant companions on the journey — all good fellows and whose friendship I still prize. 11. About 1762

Goldsmith wrote *The Vicar of Wakefield*, but which was not published until three years later.

"Which
and"

139. A predicate in a relative clause should not be joined by *and* or *but* to a second predicate if the second predicate is unfit to stand alone; such coördination is ungrammatical.

Bad: He quoted from a book which I have read somewhere but have forgotten its name.

Here the first predicate is "have read somewhere," the second "have forgotten its name." These are joined by "but" as if they were coördinate. If they were coördinate we could omit the first. But if we omit the first, we have this relative clause: "which I have forgotten its name," Again:

Bad: Next day I went to Duluth, where I stayed two weeks and then returned home.

The relative clause with the second predicate standing alone would be "where I then returned home." Correct such bad sentences (1) by changing the second predicate so that it could stand alone;

(1) Right: He quoted from a book which I have read somewhere but *cannot recall by name*. [Test: . . . which I cannot recall by name.]

(2) by changing the relative clause to an independent assertion;

(2) Right: He quoted from a book. *I have read the thing somewhere but have forgotten its name.*

Right: Next day I went to Duluth. *I stayed there two weeks and then returned home.*

(3) by omitting *and* or *but*, and using a subordinate element instead of the second predicate.

(3) Right: He quoted from a book which I have read somewhere *though I have forgotten its name.*

Bad: He hoarded thousands of dollars which he could have used for the good of his family and still been rich.

(3) Right: . . . which he could have used for the good of his family *without ceasing to be rich.*

Theme 139: Correct and rewrite the following sentences; consider which of the three methods of correction shown above is best for each sentence, and according to your choice write 1, 2, or 3 after each sentence: 1. I supplied him with a pair of pumps which he wore to the ball but resumed his shoes later. 2. I then entered the Hainsville Academy, which I planned to attend for four years and then go into partnership with my father. 3. It is subjected to severe strains, which it must withstand and at the same time work easily and rapidly. 4. A well-dressed woman avoids picture-hats, flying veils, and other things which she can dispense with and still be attractively clad. 5. In this river are some large fish which the people regard as sacred and allow no one to catch them. 6. I am looking for a man from South Africa whom I used to know well but do not know what has become of him. 7. He has the responsibility for a piece of work which he must take sole charge of and see that all the details of that work are properly attended to. 8. Last autumn I entered the University of Wisconsin, where I hope to graduate in 1913 and to be successful in my subsequent professional career. 9. Next day I went to Cleveland, where I stayed for a while, and then returned home. 10. They then went to Junction City, where they were to spend the night and on the following day go to Philadelphia. 11. He then went to Boston, where he sold the jewels and then returned to Washington.

"Which and"

Illogical Coördination

Illogical
and, but,
and or
clauses

140. Do not close a sentence with an independent clause introduced by *and, but, or* if this clause is not logically coördinate with the independent subject and predicate preceding.

Bad: The chief character is Prince Otto, who is later forced to abdicate and the country becomes a republic.

"The country becomes a republic," is made grammatically coördinate with "the chief character is Prince Otto"; but these statements are not logically coördinate.

Bad: Some difficult work was before me, which must be done without any error or an accident would result.

"Some difficult work was before me" and "an accident would result" are not logically coördinate.

Bad: Poe's story relates how a gigantic ape, escaping from confinement, killed two women, and the police supposed a human murderer had done the deed.

"Poe's story relates" and "the police supposed a human murderer had done the deed," are not logically coördinate; on the contrary, what the police supposed is clearly subordinate to "Poe's story relates."

Bad: They are not trees; they are only twigs, which have been put into crocks and paraffin poured around them.

"They are twigs" and "paraffin [has been] poured around them," are not logically coördinate. Correct such bad sentences (1) by eliminating the *and, but, or* in some way;

- (1) Right: The chief character is Prince Otto, who is later forced to abdicate, the country becoming a republic. Illogical coordination

- (1) Right: Some difficult work was before me, in which any error would result in an accident.

(2) by recasting the sentence so that the *and*, *but*, or *or* joins subordinate members;

- (2) Right: Poe's story relates *how a gigantic ape, escaping from confinement, killed two women, and how the police supposed a human murderer had done the deed.*

- (2) Right: They are twigs, which have been *put into crocks and surrounded with paraffin.*

(3) by putting before the *and*, *but*, or *for* an independent clause with which the final clause can logically be coordinated.

- (3) Right: The principal character is Prince Otto. *He is later forced to abdicate, and the country becomes a republic.*

- (3) Right: Some difficult work was before me; *it must be done without any error, or an accident would result.*

Theme 140a: Correct and rewrite sentences 4, 5, 6, 7 of Exercise XXXVI in H., and also the following sentences; consider which of the three methods of correction shown above is best for each sentence, and according to your choice write 1, 2, or 3 after each sentence: 1. The seeds are planted in long beds, which are boarded in and a muslin cover is stretched over them. 2. The trouble began at Loper's restaurant which was completely wrecked and all the furniture thrown into the street and burned. 3. My attention was attracted by a door which every now and then opened and a nurse walked noiselessly out. 4. No one could pass through and I not see him. 5. The poem teaches us to be kind Illogical and clauses

to our inferiors, and we shall always have their help in time of need. 6. This essay deals with our ancestors, people whom we have never seen, and therefore we imagine many things about them. 7. The game was fast from beginning to end, Illinois getting a big lead in the first half, but Michigan caught up in the second.

Illogical
and, but,
and or
clauses

— **Theme 140b:** Correct and rewrite the following sentences according to the directions for Theme 140a:

1. The costume is so designed as to give the wearer perfect freedom of movement and at the same time it gives him a neat appearance. 2. His parents are only memories to him, his mother having died when he was only four years old, and his father died when he was eight years old. 3. They did not recognize him, his hair having become snow-white, and the expression of his face was entirely altered. 4. This story tells how a doctor obtained some magic water and gave it to several of his old friends, who quickly became young but in their excitement they spilled the water and grew old again. 5. The story, *Cupid's Arrows*, tells how a wealthy suitor arranged an archery contest so that the girl he sought to marry would win the prize, but she purposely shot wild and lost the prize. 6. Lamb relates a story about a young man who upbraided his laundress because his linen was not ready in time, but his fiancée heard him and reprimanded him. 7. I have read of a scientist who nourished his daughter on poison and she herself became a deadly poison. 8. She telegraphed him to come home at once or serious consequences would ensue. 9. The chief ingredients are barley and hops, which are boiled together and the resulting liquid fermented and carbonated. 10. I lent several large sums, which were all repaid with interest and the notes canceled.

until

Excessive Coördination

141. Study in H. § 97, and the note to § 97. —

Theme 141a: Recast the following sentences so that each shall have only one independent subject and predicate, the remainder consisting of subordinate clauses and phrases; for example, "Turning quickly around, *he accidentally struck and upset a big kettle of water on the stove*"; "*East of the house is a wide sloping lawn, partially shaded by some large, irregularly placed maple trees*": 1. There was a big kettle of water on the stove and he turned quickly around and accidentally struck it and it was upset. 2. East of the house is a wide, sloping lawn and on it are some large maple-trees and these shade the lawn somewhat but they do not shade it thoroughly for they are irregularly placed. 3. His father went over to him and asked why he was here and then Fred had to tell the secret. 4. The old game consisted largely of line-bucking and this invariably caused many injuries. 5. Damfreville was the French admiral and when the fleet reached Malo he signaled for pilots. 6. The admiral called a council and the question was debated. 7. He racked his brain for some plan of escape and finally decided to beach his boat. 8. A large door faces the street, and several steps lead up to it. 9. At the left one sees three large barns and they are arranged in the shape of a letter L.

— **Theme 141b:** Recast the following sentences according to the directions for Theme 141a: 1. An ice-house stands back of the barn and the farmer keeps milk in a storage room in the ice-house. 2. There is a high hill about a mile west of town and on this hill the minister's house is built. 3. In front of the house is an orchard and in this orchard are many pear-trees.

Compound
sentences
to be
made
complex

Excessive
coördi-
nation

4. On Tuesday night a meeting was held and each member suggested a different plan. 5. Leslie made rough sketches and the rest of us suggested some advice occasionally. 6. The scores are telegraphed over the country and the progress of the game announced. 7. The shores, bars, and dams were all plotted on a map and the map sent to the major. 8. One morning last summer I got up rather early, and while getting dressed I happened to look out of the window. 9. No one could have passed through that door and I not see him. 10. Fred's mother noticed that he was leaving the house early in the morning but he often did this and she paid no attention to it. — **Theme 141c:** Rewrite the sentences in Exercise XXXVII in H., following the directions given above for Theme 141a:

Clearness of Coördination

Long
coördi-
nate
elements
to begin
similarly

142. Study §§ 102–105 of H. Add this application of Rule 102: An auxiliary verb introducing several principal verbs should be repeated with each if the coördination would otherwise not be immediately clear.

Obscure coördination: The captain *must be quick* to see just what movement will get his company out of close quarters and give the order clearly.

Clear coördination: The captain *must be quick* to see just what movement will get his company out of close quarters and *must give* the order clearly.

Theme 142a: Rewrite the following sentences making the coördination clearer; write after each sentence 103, 104, 105, or 142 according to the rule applied: 1. The amount of care he takes can be judged by the amount of milk he brings day after day to the creamery and the price he gets for his cattle. 2. We could make the

same argument regarding baptism, which makes the sinful child pure and holy, or the miracles. 3. My respect for the Bible is due to its vast influence in the progress of civilization; to the new vigor and refinement it has given to nations and individuals originally outside the zone of its influence; and not only these things, but the constant evidence of its present power for whatever is good and high. 4. I succeeded in going through the high school without very much trouble and graduating at the end of four years. 5. We both took much pleasure in such sports as that country afforded, especially hunting and fishing. 6. I was occupied for several years, I am told, in playing with my sister's discarded dolls because I was sorry for them and bringing home bugs and worms for my mother to pet. 7. She was a great favorite with all the children who lived in the neighborhood, and in fact whomever she met. 8. The required shape is obtained by clamping a piece of one-inch oak, which has been bent previously into the standard form, to one side of the runner and following the outline of this oak piece with knives. 9. His faithfulness is shown by his encountering so many dangers for the sake of Macaire and the manner in which he clung to Macaire through thick and thin. 10. Lamb tells of his dislike for all kinds of music, such as opera singing and organ-playing, and the pleasure he gets from the noises of the street. 11. The lens should be kept free from dust, which scratches the surface, and also spots of grease. — Theme 142b: Rewrite the following sentences, making the coördination clearer; follow the directions for Theme 142a: 1. All meetings are held in a large hall, decorated with the school colors at all times, and on certain occasions the colors of the various classes. 2. I seldom think of

Long
coördi-
nate
elements
to begin
similarly

Clearness
of coordi-
nation

the difficult times I had when I was in school, but only the pleasant ones. 3. I am able to value it as a great literary work — the greatest, perhaps, in the world — and also apply its teachings to my life. 4. The standard of conduct will be lowered, for the men are likely to become careless in their manners, smoke when they should not, and neglect the proper care of their dress. 5. It was his policy to make the royal authority so strong that no one could resist it and subdue the rebellious nobles. 6. I had to keep informed on all current events and also conduct the meetings of the society. 7. The pilots told him that the channel was not deep enough for such large ships, and, besides, the tide was out. 8. The ingenious youth perceived that an alarm clock connected with the electric bell system would start the bells ringing at any desired time and the ringing would continue as long as one could wish. 9. He begins to feel that there are more things to learn than what one learns during the high school course and without exception what a man wishes to accomplish he must work for. 10. If he intends to succeed, he must do something besides have a good time and work more than six hours a day. 11. The adjustments should be examined no less carefully than the gears and receive attention whenever they need it.

Subordination

Upside-
down
subordi-
nation
with
when

143. Study §§ 108, 109, 110 of H. — **Theme 143:** Correct and rewrite the following sentences: 1. On my first evening in Beloit I was sitting in my room when I heard a commotion outside. 2. Jim was standing in the doorway one morning when he saw a blind man come along the road. 3. Dodd continued his studies

for two years when his father failed in business and he was obliged to go to work. 4. We presently came to some particularly deep drifts of snow. Jim was wading through one of these when he suddenly gave a yell of surprise and terror, and sank from sight. 5. I was busily studying one night when two freshmen rushed into the room and asked for my waste-paper basket. 6. I was sitting at my open window last night when I saw a big tomcat catch a sparrow. 7. I was engaged in a game of football one November day when I broke my collar-bone. 8. I walked west for about a mile when I came to a stream forming a right angle with the road. 9. The three fishermen were returning home one evening when they were caught in a violent squall. 10. They expected to be submerged at any moment when suddenly the wind entirely subsided. 11. They were silent for a while, when Baglioni suddenly produced a small stiletto. 12. At first Mauprat emphatically refused to take part in the conspiracy, when Baradas, by dwelling on the Cardinal's insult, succeeded in persuading him to join.

Upside-down subordination with *when*

Parallelism

144. Study § 111 of H. — **Theme 144a:** Rewrite the following sentences, making parallel the members that should be parallel. Separate the parallel members from the remainder of the sentence; write them side by side; mark them *a* and *b*, or *a*, *b*, and *c*; and after the sentence state why they are parallel, thus:

Analogous thoughts to be cast in the same grammatical form

1. The old man was kept ignorant

(a) of the true state of affairs
and (b) of the fact that his son was a prisoner.

Members *a* and *b* are parallel; both are *of* phrases modifying "ignorant."

Analogous
thoughts
to be cast
in the
same
grammat-
ical form

2. Since

and		(a) it was getting late
		(b) the night air was chilly

we set out homeward.

Members *a* and *b* are parallel; both are clauses dependent on "since."

1. The old man was kept in ignorance of the true state of affairs and that his son was a prisoner. 2. Since it was getting late, and the night air being chilly, we set out homeward. 3. Take your time, letting him go when he makes a plunge, reeling him in when he relaxes, but slack should never be allowed him. 4. They told me that I might attend Cornell University and to select my course. 5. Most employers demand that their employees keep their good health and must not spoil it by dissipation. 6. He noticed several barrels, boxes, logs, and spars near him and that the barrels seemed to be empty. 7. They were of different nationality, different in breeding, different men entirely. 8. It is argued that women's minds are different from men's, either naturally or made so by environment. 9. It is important that he be given every opportunity to learn what he needs to know, and not waste time on elegant but useless studies. — **Theme 144b:** Rewrite the following sentences according to the directions for Theme 144a: 1. The binder can be protected from storms by a canvas cover, or if no canvas is available, take bundles of oats and cover the metal parts. 2. The muskrat must take time to stop and breathe, allowing the air to come up to the surface, and then breathe the same air after it has been purified. 3. Although we had made ourselves hobos for the time, and our companions being also hobos, yet I do not think the experience did us any harm. 4. I was fond of games — not those of the rougher sort,

like football, but running games, games of skill, and also very fond of baseball. 5. The most important measures are the laying aside of worn-out garments and also to keep fresh garments free from spots. 6. It is necessary that he take things as they come and to make the best of them. 7. The cause of my trouble in college was the fact that my preparation was very poor, my high school instructors being negligent in regard to the details of the students' work. Also, I made no effort to do good work in high school. — **Theme 144c:** Rewrite the following sentences according to the directions for Theme 144a: 1. Remember these things: to avoid the company of Fenella, not to delay unnecessarily on the road, and whatever occurs, do not part with the dispatch. 2. A salesman should have a pleasing appearance, be courteous and agreeable, and he should have a persuasive tongue. 3. The establishment consists of an engine room, boiler room, casting house, and a stack. 4. In the yard the pig-iron is weighed, the grade of iron marked on it, and then loaded upon cars. 5. Some have gained fame by portraying human character, others the life of animals, and others by writing of inanimate forces. 6. You may go fishing, boating, bathing, or take a drive. 7. A barber should be accommodating, polite, and should not be too voluble. — **Theme 144d:** Rewrite the following sentences according to the directions for Theme 144a: 1. The course in surveying is beneficial in two ways: first, as a means of teaching accuracy and quickness; second, it gives the student the necessary foundation for the study of civil engineering. 2. There were two alternatives; first, to ship the goods in uncertainty whether they were correct; second, we could cable for more specific orders. 3.

Parallelism

Analogous elements enumerated or announced

Parallel-
ism

There are three reasons why men become tramps: poverty, indolence, and in a few cases some personal disgrace impels a man to vagrancy. 4. Two obstacles barred our way: first, the fact that we were already under suspicion; and we had no money left. 5. You may choose between these two courses: first, total renunciation of this lady's hand; second, you will be shot at sunrise if you refuse. 6. I can testify to these facts: first, her innocence of the forgery with which she was charged; and second, the present accusation of larceny is equally groundless. 7. He insists upon three conditions: first, his safety from molestation in your house; second, the withdrawal of the guard from his door; and third, he requires that you write a letter at his dictation. 8. Three men are not to be named in our presence: the man who betrayed us a year ago, the man whom we executed yesterday, and we forbid you to name our brother.

Series of
phrases;
uniform-
ity in
repetition
or omis-
sion of
particles

145. Study example F under § 111 of H. — **Theme 145:** Rewrite sentences 1, 3, 6, 7 of Exercise XXXIX in H., and also the following sentences, according to the directions for Theme 144a: 1. It may be learned by reading, observing, or by experimenting. 2. He always makes a fortune by discovering a gold mine, finding buried treasure, marrying an heiress, or by speculating in Wall Street. 3. His ingenuity next conceived the bow and arrow, sling-shot, and the boomerang. 4. The collapse might have been due to a defect in the material, a crumbling of the piers, to an insecure connection, or numerous other causes. 5. It is his ambition to amuse the people, help some good cause, and to elevate the reputation of the stage. 6. Others come prepared to feed the machine, stack the straw, and to sack the grain. 7. They had made

themselves fast to the mast, dropped from the boat, and had fallen into the sea. 8. Fragments of drift-wood are drawn into the vortex, held while the whirl continues, and are then thrown up. 9. The sluggard, dullard, incompetent, and the man who is satisfied with himself have no place in our ranks.

Parallel-
ism

146. Study § 111 of H. — **Theme 146a:** Do Exercise XL in H. — **Theme 146b:** Do Exercises 730, 731, and 732 in M.

Series of
long
members

147. Study § 112 of H. — **Theme 147a:** Correct and rewrite the sentences in Exercise XXXV in H. Write the members introduced by the correlatives side by side apart from the remainder of the sentence; mark them *a* and *b*; and below the sentence state why they are coördinate, thus:

Correla-
tives

1. It may be read

either		(a) for pleasure
or		(b) for systematic study.

Members *a* and *b* are coördinate; both are phrases modifying "may be read."

8. They are permitted to read

neither		(a) the newspapers
nor		(b) old magazines.

Members *a* and *b* are coördinate; both are objects of "read."

Theme 147b: Rewrite the following sentences applying Rule 112 of H. and observing the directions given for Theme 147a: 1. Athletics not only develop the muscles but also the mind. 2. He not only endangers his own life but also the lives of the passing pedestrians. 3. It is not valued either from the standpoint of religious reverence or æsthetic appreciation. 4. Our Christmases are either spent in Minneapolis or Boston. 5. Not only did he win laurels in his studies but also

Correla-
tives

in athletics. 6. Articles to be drilled are either bolted to the base or table. 7. At first I was very much surprised not only at my marks but the method of teaching. 8. The lake, being situated so near the college, affords to the students an opportunity not only for swimming, but boat crews can be formed and rowing contests can be held. 9. I was not allowed to either ride or drive. 10. For only two years was the Democratic party in a position to either enact or repeal a law. 11. The engine should never be allowed to run hot either through stoppage of oil or water.

Misuse of
series-
form
a, b, and c

148. Study §§ 115, 116 of H. — Theme 148a: Correct and rewrite the following sentences: 1. By means of the clutch one can send the boat ahead, backward, or allow the engine to run free. 2. He had blue eyes, dark brown hair, and weighed two hundred pounds. 3. He must have a knowledge of the English language, some foreign language, and an acquaintance with economics. 4. Shirt-waist suits are inexpensive, easily made, and launder well. 5. The bank was covered with trees, wild gooseberry bushes, and not far away was a spring of cold water. 6. We saw a sledge draw up, stop, and heard a hearty voice say, "Whoa! Charlie." 7. The use of tobacco, alcohol, and other injurious habits must be stopped by candidates for the team. 8. Tyndall tells of the formation of snow crystals, their power of uniting under pressure, and explains how glaciers are formed. 9. Among the books I first read were Dickens's *Oliver Twist*, Scott's *Ivanhoe*, and I have a very vivid remembrance of *Ben Hur*. 10. I found that a messenger was expected, that this person would be a stranger, that he would identify himself with the password "Tuxedo," and then I decided to personate the messenger. 11. The horse is naturally

intelligent, quick to learn, gentle, and quickly becomes attached to one who treats him kindly. — **Theme 148b**: Do Exercise XLI in H.

Logical Agreement

149. Study § 147 of H. — **Theme 149**: Do Exercise XLII in H. General principle

150. Study examples *B* and *D* under § 117 of H. — **Theme 150**: Correct and rewrite the following sentences: 1. The references to mythology in Spenser's poems are just as numerous as Shakespeare's plays. 2. The questions asked in the nine o'clock class were more difficult than the ten o'clock class. 3. The Buck-eye Pet didn't win the race, but his time was faster than any other horse of his own age. 4. The population of Hamline is not so large as one would expect a county seat to be. 5. The streets of Moulsey are no crookeder than some districts of Boston. 6. The character of Rosalind is far more animated than Viola. 7. The climate here is not so agreeable to me as my native state. 8. In the city and on the farm the horse plays a part second to no other beast of burden. 9. I find that college work is widely different from high school. 10. Since the tobacco plant is extremely tender, it cannot be cultivated as in a corn field. 11. Unlike the story of *Hamlet*, our hero only sneered at his father's ghost. 12. My father's vocation is that known as a logger. 13. He will probably decide very soon on some occupation, — perhaps conductor of a street-car, perhaps President of the United States. Confusion of a thing with an appurtenance of it

151. Study *cause* and *reason* in the Glossary of H. — **Theme 151**: Complete the following sentences: 1. The cause of our quarrel was . . . 2. The cause of Logical use of cause and reason

*Cause
and
reason*

rain is . . . 3. The cause of her grief was . . . 4. The cause of my laughter is . . . 5. The cause of my tardiness was . . . 6. The cause of Roosevelt's popularity is . . . 7. The cause of the present discontent is . . . 8. The reason for my resigning is . . . 9. The reason for his haste was . . . 10. The reason I object is . . . 11. The reason why there are so few present is doubtless . . . 12. The reason for his unpopularity was . . . 13. One reason for his interest in music is . . . 14. My reason for kicking you downstairs is . . .

*Because
misused
for the
fact that*

152. A substantive clause used as a subject or a predicate noun should not be introduced by *because*. *Because*, the conjunction, should be used to introduce adverbial clauses only.

Wrong: Because she is angry is no reason for blaming her.

Wrong: The only explanation I can offer is because there was error in the signals.

Wrong: Because he left so suddenly would lead one to suspect his integrity.

Correct such bad sentences by substituting *that* or *the fact that* for "because."

Right: The fact that she is angry is no reason for blaming her.

Right: The only explanation I can offer is that there was an error in the signals.

Right: The fact that he left so suddenly would lead one to suspect his integrity.

Theme 152: Write eight sentences beginning *The fact that*; also complete each of the following sentences with a *that* clause or an expression beginning *the fact that*:
9. My only regret is . . . 10. What pleases me most is . . . 11. The reason why I hesitated was . . . 12.

What made all the trouble was . . . 13. The proof of his ability was . . . 14. The only excuse he could make was . . .

153. Study *subject* and *topic* in the Glossary of H. — **Theme 153:** Write seven sentences beginning *The subject of* . . . and seven beginning *The topic of* . . . ; after "of" in each sentence put the title of some book, story, poem, play, opera, essay, or article; next put "is"; and then proceed, telling definitely what subject, or topic, is dealt with in the work named.

Logical
use of
subject
and *topic*

154. Study § 117 of H. — **Theme 154:** At an examination following a course of assigned reading, the following direction was given: "State in which of the assigned works the following subjects are treated, and make a brief statement as to what is said on each subject: (a) the swimming of an overflowed stream, (b) the burial of a criminal, (c) the fright of a superstitious boy, (d) the milliner and the cravats, (e) kangaroos, (f) the absent-minded scholar, (g) an act of cruelty to a brave people, (h) the sagacity of a dog, (i) Quaker thrift." Among the answers were the following. Rewrite these answers, making them logical. 1. Swimming an overflowed stream comes from the story *How Santa Claus Came*, and tells how Dick swam Rattlesnake Creek on the back of the yellow mare Jovita. 2. The burial of a criminal comes from *Tennessee's Partner* when the hero holds a rude funeral service over the body of his friend, who had been hanged. 3. The fright of a superstitious boy is when Brunt imagines he hears the voice of his dead friend. It comes from *The Broken-Link Handicap*. 4. The milliner and the cravats is a little incident related in the essay entitled *Modern Gallantry*. 5. The burial of a criminal was a statement given in *Tennessee's Part-*

Logical
answers
to ques-
tions on
literature

Questio
on litera-
ture

ner. This is where the dead Tennessee was solemnly buried by his heart-broken friend. 6. Kangaroos are mentioned in the essay entitled *Distant Correspondents* and refer to Australia. 7. The milliner and the cravats is a reference to the essay entitled *Modern Gallantry*. 8. The absent-minded scholar is a reference to the essay entitled *Christ's Hospital*. It occurs in an incident which happened between a teacher and an absent-minded scholar. 9. An act of cruelty inflicted upon a brave people is related by Macaulay in his essay on Hastings. The incident tells how Hastings hired his soldiers to a vicious native prince for the purpose of unjust oppression. 10. Swimming an overflowed stream is found in *How Santa Claus came to Simpson's Bar*, and is the story of how Dick Bullen swam Rattlesnake Creek. 11. The burial of a criminal is in *Tennessee's Partner* and tells how the hero buried his friend. 12. The fright of a superstitious boy is how a jockey lost a race through imagining he heard the voice of a dead friend. 13. A remarkable instance of sagacity in a dog is related in the story *A Dog and his Master*, when the dog Buck carried a rope to the drowning man. 14. The fright of a superstitious boy is from *The Broken-Link Handicap*. 15. Quaker thrift is mentioned on a trip which Lamb took with two Quakers. The reference is made in the essay entitled *Imperfect Sympathies*.

Illogical
state-
ments on
literature

155. Study § 117 of H. — Theme 155a: Recast the following sentences, making them logical: 1. Shakespeare's play *Twelfth Night* is laid in Italy. [A scene is laid; is a play?] 2. Shakespeare's comedy *The Merchant of Venice* occurred in Venice. [Did the play written by Shakespeare occur in Venice?] 3. The plot of *Cymbeline* is laid chiefly in Britain. [Is a plot laid?] 4. Bulwer-Lytton's play *Richelieu* is laid in France.

5. The comedy *Love's Labour's Lost*, written by Shakespeare, is supposed to have occurred in Navarre. 6. In *Kenilworth* the Earl of Leicester is described as dressed in one of the rich costumes peculiar to the time at which the story was written. [The story was written in 1820.]

7. The story of *The Spy* took place during the Revolutionary War. 8. Bret Harte's *The Poet of Sierra Flat* is a humorous incident about a young lady disguised as a man. 9. The scene of the story is laid in the catacombs and deals with jealousy and revenge. [Does the scene deal with anything?]

— **Theme 155b:** Rewrite the following sentences, making them logical:

1. It is quite a load to carry one of these muskets.
2. The character of Andromache, the wife of Hector, as we see her in Homer's *Iliad*, shows her to be a woman of high ideals.
3. Nothing looks more untidy than to see an expensive motor coming out of the garage covered with mud.
4. The proper place for furs is to put them in a cedar chest.
5. The choosing of a life work need not be determined upon very early in life.
6. The subject of the story deals with a great human passion and is told in an impressive way.
7. The reason for nations making war on each other is often caused by jealousy.
8. I finally decided that the only subject I could write upon with any interest to myself or to my readers would be to try to discuss the milking machine.
9. The source from which Shakespeare got his material was probably from Holinshed's chronicle.
10. It is supposed that the origin of grace before meat comes from a very primitive state of society.
11. The life is usually monotonous, but occasionally there is a change such as corn-shelling time.
12. One of two alternatives presented themselves.
13. Many passages of the Bible have impressed me forcibly; among these

Predicate
not in
logical
accord
with sub-
ject —
the writer
not realiz-
ing what
his sub-
ject is

Miscellaneous
illogical
statements

"Question"

"Between
a or b"

"Opposite
from
which"

Miscellaneous
illogical
statements

is the crucifixion of Christ. 14. From my sister I heard of the glories of college life, and to get to college has been my goal as long as I can remember. — **Theme 155c:** Rewrite the following sentences making them logical: 1. Hicks, the butler's name, now walked into the room. 2. My idea of a comfortable home is a bungalow in a forest. [Can an idea be a bungalow?] 3. A canoe is a charming way of traveling. 4. We learn chemistry from three points of view: namely, by reading, by seeing experiments, and by doing experiments. 5. As a question of economy, it is advantageous to have water-power. 6. The first step in the manufacture of the paper is done on the top floor of the factory. 7. He had to choose between signing away his inheritance or being hanged. [Between one thing or another?] 8. I had no sooner arrived at home when I set out to find a purchaser. 9. There is no place to hang it only in the hall. 10. No one met him only the porter. 11. I sat on the opposite side from which Charlie was sitting. 12. It isn't hard, I don't think. 13. By good management you can make your herd a paying business. 14. My earliest memory is the threshing machine as it lumbered up the road to our farm. 15. In addition to tact, a teacher should be firm. 16. Travelers all declare that Stokesville is one of the most beautiful places they have ever seen; by some it is even classed with the beauties of Switzerland. — **Theme 155d:** Rewrite the following sentences, making them logical: 1. The study of bacteria has been pursued only within a recent date. 2. The best part of the story is the interesting style in which it is told. 3. One is much impressed by the rise of ice-boating as a sport and as a new form of boat-building. 4. Babies of poor parents grow up to be healthy and normal

because of the lack of petting and pampering they receive. [Receive a lack of something?] 5. *Baby* is the term used to distinguish human offspring from the names of the offspring of animals. 6. We arrived at an orchard which would have done justice to a New England orchard. 7. You can get famous by advertisement; but this method of gaining recognition is short-lived. [The *method* short-lived?] 8. The course is divided into three branches: the text-book, the lectures, and the laboratory. 9. A large sandstone cylinder forms the essential part of the grinding. 10. One of the poems of Goethe was my first attempt at poetical translation. 11. Your first view of the town is merely a small cluster of buildings. 12. Getting up from the table before your dinner is finished is disagreeable; but it is no comparison to getting up from bed before your sleep is finished. 13. I am very fond of machinery, and if I can carry out my plans, I shall make this my future occupation. 14. The core is made first. Instead of being a solid piece of iron, it has been found better to construct it of a number of pieces of sheet iron. 15. Many dealers had on hand large stocks of goods which they knew conflicted with the pure-food laws. 16. The day set for the race is usually on the fourth of July. 17. Hotspur, the nickname of Harry Percy, was the son of Northumberland. 18. The first thing I remember of my early life is when I was four years old. — **Theme 155e:** Rewrite the following sentences, making them logical: 1. In lectures and other large gatherings the ladies' hats obstruct the view of many students. [Is a lecture a large gathering?] 2. So the two men descended into the cellar. It was not a cellar that we so often speak of, but one with many vaults and winding passages. 3. The man who

Miscellaneous
illogical
statements

Miscellaneous
illogical
statements

"The
same is
true"

does not know Nature has lost one of the best influences in life. [Has lost what he never had?] 4. She was so firmly determined that by no arguments whatever could she be urged to desist. 5. I have learned some important principles which would have been a serious handicap in my writing if I had not learned them. 6. One day I broke my collar-bone. This accident settled my football days. 7. Although no man deliberately tries to make all the enemies he can, we all do it unintentionally, to some extent. 8. Men students are more careful to keep their clothes pressed, their hair trimmed, and their faces shaved if they attend classes in which there are women; and the same is true of women students. 9. I have heard women say they could tell whether a woman was neat or not by the way her parlor curtains hung. The same is true of a man who owns a motor car. 10. He was told that he could have any request he might ask for. 11. We have one more argument to consider — namely, the advancement of agriculture. 12. Dupin, by marvelously acute reasoning, solved the murder of the two women. 13. The freshmen's green caps are useful in one way; by wearing them you know your class-mates. 14. Another of my favorite sports is dancing and roller-skating as well as skating on the ice. 15. In a classroom composed of men only, there is less refinement. — **Theme 155f:** Rewrite the following sentences, making them logical: 1. On Christmas day every member of our family eats dinner together. 2. Mr. Roebuck died at six o'clock on Monday evening. When the final summons came he was surrounded by his wife and daughter. 3. Since that time I have made many friendships, but none so valuable as those who shared my school life. 4. Think of the poor wretches who are

in need of all human wants and have no means of satisfying them. 5. In order to make the manufacture of paper a paying plan, the factory should be near the place from which the wood is procured. 6. In the company of their sisters, boys are likely to forget the small points in their dress and manners which they are accustomed to use with other girls. 7. I boarded the car at a little place about midway between Marshall to Madison. 8. The boys with whom I became acquainted in Kenosha, and the many good times I enjoyed there, go to form the happiest days of my life. 9. The following explanation of the process of canning is based upon a small factory near my home. 10. He saw that through an education lay his best opportunity of success. 11. When he shuffled, he pushed one card awkwardly between another. 12. Gymnasium drill is a good means of gathering the men together and is also a good place to judge a man. 13. My young lady friends are not so numerous as boys, but they are friendships that cannot be broken. 14. A very interesting place to visitors in southern Wisconsin is the view of a certain farm from the top of a hill. 15. A few days later found Sir Pitt at Miss Crawley's residence. [A *certain day* may find a person somewhere. "Sunday found me at home." But how can a few days later find one?]

Illogical
state-
ments

"A few
days later
found"

Redundance

156. Do not embody in a series of scrappy sentences what could be more fitly embodied in one sentence. Put subordinate thoughts into subordinate forms — not into separate independent assertions. Independent assertion in excess not only gives to prose the style of a primer but wastes words. Observe the number

Waste of
words by
independent
assertion

Waste of
words by
independ-
ent
assertion

of unnecessary words in the following passages marked
Primer style:

Primer style—independent assertion in excess: On the south side is the main door. On each side of this door is a French window 18 words.
Improved by use of subordination: On the south side is the main door, flanked by two French windows.
13 words.

Primer style: The house was a large white structure. Its architecture was of the colonial style..14 words.
Improved: The house was a large white colonial structure 8 words.

Primer style: Among the Alps we noticed many little villages. These villages were not like the Rocky Mountain mining camps. In the latter the houses are made of rough, unpainted boards. They give an air of desolation to the scene. But the little houses in the Alpine villages are usually made of stone or plaster. They present a substantial appearance and have an air of comfort 64 words.

Improved: Among the Alps we noticed many little villages—not such settlements as the Rocky Mountain mining camps with their houses of rough, unpainted boards, which give an air of desolation to the scene; but clusters of little stone or plaster houses, substantial and comfortable-looking.....44 words.

Independ-
ent
predica-
tion to be
reduced

Theme 156a: Embody the substance of each of the following passages in one sentence containing only one independent clause. After each sentence write the number of words saved in the sentence as compared with the original passage. 1. Prospect Farm is situated at the junction of two roads. One road extends east and west, and the other north and south. 2. On each side of the road is a row of trees. The trees in each row are about thirty feet apart. 3. There is a small grove of trees north of the cottage. A drive can be seen winding among the trees. 4. Far to the

north is a lighthouse, very substantial and solid in appearance. This lighthouse warns the lake vessels of dangerous reefs in the vicinity. 5. At the south end of the island a camp is situated. This camp is called Camp Stella. It is famous as a resort for sufferers from hay fever. 6. Running up from the shore is a road of red clay. This road winds in and out up the high hill. It finally disappears behind the trees. 7. As I stood at one of the front gates, I saw that the drive encircled the house. It had the shape of a great inverted U lying before me. I could see all of the U except the round part. This lay behind the house, as I have said. 8. The cottage has a wide, low porch. It extends across the front and along the two sides. The porch is covered with vines. An opening in the wall of vines forms a sort of archway in the center of the front veranda. 9. As you approach the island from the west, you get a view of a high cliff. This cliff is about six miles in length. It is of sandstone, and rises almost perpendicular from the water. Numerous cracks and cavities can be seen in the cliff. 10. Just above the place where the creek crosses the road, stands a little house. It has a low roof and only one story. It is on the left side of the road as one goes north, and it is the only building in this little valley. It stands at the narrowest part of the valley. The road runs about thirty feet in front of it. 11. Many patients, during convalescence, become irritable. They are inclined to become exasperated by bandages which are uncomfortable. They then vent their bad temper on the doctor. In such circumstances the doctor should remain indulgent and good-humored. — Theme 156b: Embody the substance of the following passage in four sentences, each containing only one independent

Independent
predica-
tion to be
reduced

Independent
predication to be
reduced

clause; write at the end the number of words saved in your version as compared with the original: On the north side of the road was a large white gate. A winding path led from the gate to a beautiful house. The house was about fifty yards from the road. Between the road and the house was a large lawn. About the lawn were scattered several flower-beds. Many large trees were irregularly placed about the lawn. The house was a large white structure. Its architecture was of the colonial style. Along its entire front was a spacious veranda. The veranda was about three feet above the ground. The main entrance was at the middle of the front side of the house. One large door closed the entrance. On each side of the door was a large window. Each window was about half-way between the door and the nearest side of the house. The windows were four feet wide and ten feet high. Their lower edges were level with the floor of the veranda.

Mixed Figures

Incongruity
between
figures

157. Study §§ 22, 23 of H. — **Theme 157a:** Rewrite the following sentences, eliminating the incongruity in the figures of speech: 1. Richelieu used the bishop's robe only as a stepping-stone to political power. 2. Rosalie came tripping into his sad life like a morning star of hope. 3. All the pent-up venom of his evil heart rushed to the front. 4. Let our object be to educate and bring to the front the laboring men — the backbone of our nation. 5. The Arabs, by their intimate knowledge and tender love of the horse, are able to bring his nobler side to the front. 6. No stone is left unturned in ferreting out the violations of the law. 7. Bossism is doomed. The delegate-conven-

tion system languishes on the scrap-heap. 8. I entered the drawing room feeling that I was on thin ice, for now that Bob knew that secret, he might let the cat out of the bag. 9. The student is here prepared to go forth and meet without difficulty any burdens that may be placed upon him. 10. He sought some means of putting new life into his dilapidated business. 11. "To err is human; to forgive, divine," is a line in the *Essay on Criticism*, a cold, hard poem, in which this exquisite gem of generous sentiment seems not in accord with the prevailing tone. 12. He was frozen to death by the terrible jaws of the blizzard. 13. She was once beautiful; but her beauty has been destroyed, like snow under the July sun, by the restless butterfly life she has led. 14. She delighted to use her venomous tongue in hatching scandal and staining the reputation of good people. 15. If there was a trace of good in his character, it was stifled by his selfishness. 16. When I graduate from the School of Engineering, I shall start out in life's work with some professional knowledge to back me in life's hard roads. — **Theme 157b:** The following sentences violate Rule 23 (2) of -H. Rewrite them, eliminating the incongruities. 1. The sunlight is the mainspring of the photographer's business; it should be admitted through a skylight or a north window. 2. Exposed as he had been to the cruel winds of misfortune, he now grew somewhat dejected. 3. The high tariff is the mother of trusts, and the next Congress should repeal it. 4. Pig-iron is the foundation-stone of the iron industry. From it kettles and stoves are made directly, and from it steel and wrought iron are manufactured. 5. Accidents to tires are an annoyance that may occur at any time. We all enjoy sitting by the roadside waiting

Mixed
figures

Figures
not car-
ried out

Mixed
figures

for a tire to be patched. This experience tries the patience of the most good-humored. [This passage illustrates a common fault — the inconsistent use of irony. Correct in two ways: by making the whole passage consistently ironical, and by eliminating irony altogether.]

MECHANICS

Spelling

158. Study §§ 52-60 and pages 36, 37 of M. — Final con-
sonants
Theme 158: Do Exercises 607, 608, 613, 614 in M.
159. Study §§ 61, 62, 63 and pages 38, 39 of M. Final *e*
— **Theme 159:** Do Exercises 616, 617, 618, 619 in M.
160. Study §§ 64, 65, 66 and pages 40, 41 of M. — Final *y*
Theme 160: Do Exercises 620, 621, 623 in M.
161. Study §§ 67, 68, 69 and pages 42, 43 in M. *-ing* and
-ness
— **Theme 161:** Do Exercises 624, 625, 626 in M.
162. Study §§ 70, 71, 72 and pages 44, 45 of M. *-ly*
— **Theme 162:** Do Exercises 627, 628 in M.
163. Study §§ 73-77 and pages 46, 47 of M. — *-s* and *-es*
Theme 163: Do Exercises 629, 630, 631 in M.
164. Study §§ 78-81 and pages 48, 49 in M. — *-ful; -ous;*
-el and *-le*
Theme 164: Do Exercises 632, 633, 634 in M.
165. Study §§ 82, 83, 84 and pages 50, 51 of M. *al-* and
de-
— **Theme 165:** Do Exercises 635 and 661 in M. *All right*
166. Study §§ 85, 86 and pages 52, 53 of M. — *Accept*
Advice
Theme 166: Do Exercises 636, 637 in M.
167. Study §§ 87, 88 and pages 54, 55 of M. *Affect*
Already
— **Theme 167:** Do Exercises 638, 639 in M.
168. Study §§ 89, 90 and pages 56, 57 of M. — *Led*
Lose
Theme 168: Do Exercises 648, 649 in M.
169. Study §§ 91-93 and pages 58, 59 of M. *Principal*
Principle
— **Theme 169:** Do Exercise 651 in M.
170. Study §§ 94, 95 and pages 60, 61 of M. — *Proceed*
Precede
Theme 170: Do Exercises 652, 653 in M.

*Receise
Too*

171. Study §§ 96, 97 and page 62 of M. — **Theme 171:** Do Exercises 655, 658, 659 in M.

*Angel
Clothes*

172. Study §§ 98-100, and look up *angel* and *clothes* under § 101 of M. — **Theme 172:** Do Exercises 640, 641 in M.

*Custom
Drowned*

173. Look up *costume* and *drown* under § 101 of M. — **Theme 173:** Do Exercises 642, 643 in M.

*Formerly
Here, hear*

174. Look up *formally* and *hear* under § 101 of M. — **Theme 174:** Do Exercises 644, 645 in M.

*Incident
Later*

175. Look up *incident* and *later* under § 101 of M. — **Theme 175:** Do Exercises 646, 647 in M.

*Past
Quiet*

176. Look up *passed* and *quiet* under § 101 of M. — **Theme 176:** Do Exercises 650 and 654 in M.

*Than
There
Woman
Disappear
Professor
Business
General
review*

177. Look up *than*, *there*, *woman*, *disappear*, *disappoint*, *professor*, and *business* under § 101 of M. — **Theme 177a:** Do Exercises 656, 657, and 660 in M. — **Theme 177b:** Do Exercises 662, 663, and 622 in M.

178. Review pages 25-62 of M. — **Theme 178:** Write the following passage from dictation:

**Dictation
exercise
in spell-
ing**

No one supposed last February that the Success Business College — that immense establishment on Forty-fourth Street and Ninth Avenue — was in danger of losing all its teachers and officers. To imagine the series of unfortunate incidents which have led to the destruction of that school within a comparatively short time would have seemed too ridiculous. Yet from the height of prosperity the school has fallen, like the bad angels of old, in swift and sure descent to ruin. And this is not the effect of loose management or of trying to operate the machinery of the school upon bad business principles; it is merely the result of an evil fate that seems to have pursued the school almost from its very beginning. Its disastrous termination is truly one of the curiosities of history.

Mr. Philip Francis Smith was chosen principal of the school at the commencement of its career last autumn. For several months he labored with an industry, a thor-

oughness, an intimate acquaintance with all the necessary points of organization, which approached the boundary line between the natural and the miraculous. Then his health was affected by the huge burdens laid on his shoulders. His physician said he would lose his health completely if he did not seek immediate relief from his professional duties. Upon this advice he decided to go temporarily to a quiet village about ninety miles from Cincinnati, a place where he had spent the preceding summer and where there was opportunity for athletic pastimes. On the next day the professor of writing (who had formerly taught mathematics) submitted to an operation performed by an unskillful surgeon, and died. A month later two more vacancies occurred; the school lost its professors of arithmetic and grammar on the same day; the former was accidentally drowned, and the latter mysteriously disappeared. On the previous night the safe had been robbed; no one knew by whom; probably a burglar. Then the handsome young woman who kept the books proceeded to get married. Her wedding — especially her bridal costume — formed the principal topic of the newspapers for several weeks. On the eighth day after her marriage the stenographers all left, believing that they were not paid enough for their services. Finally the janitor, whose services were recognized as equal, both in amount and in public benefit, to those of all the professors put together, suffered an attack of nervous exhaustion and accepted the position of guard at a railway crossing. This last blow was too much; on the next Saturday the Success Business College was in the hands of a receiver.

Dictation
exercise
in spelling

Compounding of Words

179. Study §§ 102-124 of M. — **Theme 179a:** Tabulate the first twenty hyphenated words in Exercise 665 in M., and opposite each one write the number of the rule in accordance with which the hyphen is used. — **Theme 179b:** Tabulate the remaining hyphenated words in Exercise 665 and write opposite each one the num-

Words to
be
hyphenated

ber of the rule in accordance with which the hyphen is used.

Solid
words

180. Study §§ 125–129 of M. — **Theme 180a:** Do Exercises 669, 670 in M. — **Theme 180b:** Do Exercises 671, 672 in M.

Separate
words

181. Study §§ 130–132 of M. — **Theme 181:** Do Exercises 673, 674 in M.

A while
Some time
Any way

182. Study §§ 133–135 of M. — **Theme 182:** Do Exercises 666, 667, 668 in M.

The
hyphen
with
numerals

183. Study §§ 136–139 of M. — **Theme 183a:** Tabulate all the numbers that are spelled out (omit those represented by figures) in Exercises 675 and 677 in M., and opposite each one write the number of the rule in accordance with which it is or is not hyphenated. — **Theme 183b:** Spell out the following numbers, hyphenating or separating the words according to §§ 136–139 of M.: 500; $\frac{1}{4}$ of a mile; 23; 46; 6,480; 6,721, 933; $1\frac{1}{2}$ inches; 130th psalm; 400; 530; the 200th man; $\frac{1}{4}$ of a peck; $\frac{1}{2}$ of a grain; $\frac{1}{16}$ of a second; 6,000; 14,000; 98; 119; 60,600.

Abbreviations

Abbrevi-
ations
right and
wrong

184. Study §§ 140–148 of M. — **Theme 184:** Do Exercise 676 in M.

Representation of Numbers

What
numbers
should be
spelled
out, what
figured

185. Study §§ 149–172 of M. — **Theme 185a:** Tabulate all the numbers that are spelled out in Exercise 677 in M., and cite opposite each the rule in accordance with which it is spelled out. — **Theme 185b:** Tabulate all the numbers represented by figures in Exercise 677 in M., and cite opposite each the rule in accordance with which it is so represented.

Syllabication

- 186.** Study §§ 173–183 of M. — **Theme 186a:** Do Exercise 678A in M. — **Theme 186b:** Do Exercise 678B in M. — **Theme 186c:** Do Exercise 678C in M. — **Theme 186d:** Do Exercise 678D in M. — **Theme 186e:** Do Exercises 678E in M.

Division
of words
at ends of
lines

Capitals

- 187.** Study §§ 184–202 of M. — **Theme 187a:** Do Exercise 679 in M. — **Theme 187b:** Do Exercise 680 in M. — **Theme 187c:** Tabulate all the capitalized words, except proper nouns and words beginning sentences, in Exercise 681 in M., including “Professor” in line 2, “College” in line 3, “Agriculture” and “West” in line 4, etc., etc.; and opposite each word cite the rule in accordance with which it is capitalized.

Days, etc.
Language
General
exercise

- 188.** Study §§ 203–215, and also §§ 34–37 of M. — **Theme 188:** Do Exercises 605, 606 in M.

Lines of
verse

Italics

- 189.** Study §§ 202, 216–227 of M. — **Theme 189:** Do Exercise 682 in M.

Titles of
books
etc.

Punctuation

- 190.** Study §§ 229–246 of M. — **Theme 190a:** Do Exercise 683 in M., taking for discussion sentences 5–10 only. — **Theme 190b:** Do the remainder of Exercise 683 in M. — **Theme 190c:** Do Exercise 685 in M. Use no commas or semicolons; follow exactly the directions at the head of the Exercise.

Distinction
between
end and
interior
punctuation

- 191.** Study §§ 247–255 of M. — **Theme 191a:** Do the first half of each of the following Exercises in M.:

A working
system

The seven
most im-
portant
rules of
punctua-
tion

Practice
in apply-
ing them

694, 706, 711, 721. In doing Exercise 721, cite within brackets Rules 249, 250, 253, 254, and no others. — **Theme 191b:** Write the following passage inserting all points necessary according to §§ 248-254 of M.; after every point write within brackets the number of the rule in accordance with which the point is used; cite no rules other than those given in §§ 248-254 of M.: "Kendal was like every man who has suffered much sickness inclined to be irritable his temper was not naturally sweet but his hardships had made it positively bitter I knew this very well so I tried to propitiate him in advance my efforts were at first fairly successful but as soon as I spoke of Max he grew sulky and glared in a most ferocious manner at me his face which was usually pale became flushed he rose and paced the room for a minute then he asked me whether he was his brother's keeper I was prevented from answering for his brother entered just as I opened my lips to reply." — **Theme 191c:** Write the following passage according to the directions given above for Theme 191b: "Just as the train started my right hand which had hitherto been free from pain began to ache severely the doctor's directions had so to speak been crowded out of my mind while I was hurrying to catch the train so I had forgotten to loosen the bandage and bathe the wound at the proper time I hastened now to give the treatment but it was too late the pain continued and in a short time became unbearable I grew sick then I fainted away." — **Theme 191d:** Write the following passage according to the directions given above for Theme 191b: "Every man who tries to do his best will unless unforeseen circumstances arise succeed there are to be sure some exceptions but still the rule holds in most cases this is important for you

may sometimes be inclined to think that there is no reward for industry and for conscientious endeavor to do one's best if this idea sometimes occurs to you remember that it is false therefore cast it out if you can Abraham Lincoln who was a poor boy became President through his industry and his tireless endeavor in the same way all who now hear me may rise to power and influence if they persevere so I advise you again to persevere."

The
seven
working
rules

192. Study §§ 248, 257-291 of M. — **Theme 192:** Do the first half of each of the following Exercises in M.: 688, 695, 696, 697. **End punctuation**

193. Study §§ 292-298 of M. — **Theme 193:** Do Exercise 698 in M. **Comma fault**

194. Study §§ 253 and 299 of M. — **Theme 194:** Do Exercise 700 in M. **Erroneous junction**

195. Study §§ 254 and 300-304 of M. — **Theme 195:** Do Exercises 701, 702 in M. **Intervening words**

196. Review §§ 279-282 of M. — **Theme 196:** Do Exercises 689, 690 in M. **Conjunctive adverbs**

197. Study §§ 249 and 305-332 in M. — **Theme 197:** Do the first half of each of the following Exercises in M.: 703, 704, 706. **Coördinate elements**

198. Study §§ 333-342 of M. — **Theme 198:** Do the first half of each of the following Exercises in M.: 708, 709, 710. **Restrictive modifiers**

199. Review §§ 263-277 of M. — **Theme 199:** Do Exercise 686 and the second half of Exercise 688 in M. **Semicolon**

200. Study §§ 250, 343-370 of M. — **Theme 200:** Do Exercise 712 in M. **Adverbial modifiers**

201. Review §§ 257-277 of M. — **Theme 201:** Do Exercise 687 and the second half of Exercise 697 in M. **End punctuation**

202. Study §§ 371-391 of M. — **Theme 202:** Do Exercises 713, 714 in M. **Appositives**

Canon of
advan-
tage

accordingly. Hand in the outline and scheme of paragraphing with the composition.

219. Study §§ 564–570 of M. — **Theme 219a:** Do Exercise 751C in M. — **Theme 219b:** Make an outline for an original composition 500 words long showing the merits or benefits of something, or defending something against adverse criticism. Indicate, by the method shown in § 538 of M., the best method of paragraphing. Write the composition accordingly. Hand in the outline and scheme of paragraphing with the composition. — **Theme 219c:** Make an outline for an original composition 150 words long objecting to something. Write the composition according to the outline. Indicate clearly, by one of the methods mentioned in § 144 of H., where each main thought-component begins; but make no paragraph divisions (see §§ 568, 569 of M.). Hand in the outline with the composition. — **Theme 219d:** Make an outline for an original composition 150 words long on farm life in winter or city life in winter. Write the composition according to the outline. Indicate clearly, by one of the methods mentioned in § 144 of H., where each main thought-component begins; but make no paragraph divisions (see §§ 568, 569 of M.). Hand in the outline with the composition. — **Theme 219e:** Make an outline for an original composition 150 words long on farm life in summer or city life in summer. Write the composition according to the outline. Indicate clearly, by one of the methods mentioned in § 144 of H., where each main thought-component begins, but make no paragraph divisions (see §§ 568, 569 of M.). Hand in the outline with the composition. — **Theme 219f:** Write an original composition 150 words long telling about a game, a play, a concert, a party, or

some other entertainment that you have attended or taken part in. Make no paragraph divisions (see §§ 568, 569 of M.). — **Theme 219g:** Write an original composition 150 words long telling about a visit you have made to a new place. Make no paragraph divisions (see §§ 568, 569 of M.). — **Theme 219h:** Write an original composition 150 words long telling about a dangerous, painful, or embarrassing situation in which you have been. Make no paragraph divisions (see §§ 568, 569 of M.). — **Theme 219i:** Write an original composition 150 words long telling about an interesting stranger whom you have met. Make no paragraph divisions (see §§ 568, 569 of M.). — **Theme 219j:** Write an original composition 150 words long telling about a disagreeable person whom you know. Make no paragraph divisions (see §§ 568, 569 of M.).

Canon of
advan-
tage

220. Study §§ 571–583 of M. — **Theme 220a:** Do Exercise 751D in M. — **Theme 220b:** Make an outline for an original composition 500 words long on the art of accomplishing something — for example, making friends, making enemies, keeping a position, losing a position, defending oneself, dressing well, chaperoning a party, entertaining guests, etc., etc. Indicate, by the method shown in § 572 of M., the best method of paragraphing. Write the composition accordingly. Hand in the outline and scheme of paragraphing with the composition. — **Theme 220c:** Make an outline for an original composition 500 words long on some city or town with which you are familiar. Indicate, by the method shown in § 572 of M., the best method of paragraphing. Write the composition accordingly. Hand in the outline and scheme of paragraphing with the composition.

Same
continued

Errors of
para-
graphing

221. Review §§ 539, 546-549 of M. — **Theme 221a:** Do Exercise 752A in M. — **Theme 221b:** Do Exercise 752B in M.

Direct
quota-
tions

222. Study §§ 584-590, 468-479, 494-505, 210, 211 of M. — **Theme 222a:** Do Exercise 753 in M. — **Theme 222b:** Write an original composition 200 words long reporting a conversation between two or more people at a breakfast table. Use direct quotation entirely (see the Grammatical Vocabulary of M. or H.), and paragraph accordingly. — **Theme 222c:** Write an original composition 200 words long telling of an instance of tact or generosity. Use some direct quotation (see the Grammatical Vocabulary of M. or H.), and paragraph accordingly. — **Theme 222d:** Write an original composition 200 words long telling of a jolly experience you have had. Use some direct quotation (see the Grammatical Vocabulary of M. or H.), and paragraph accordingly.

LETTER-WRITING

223. Study §§ 304-338 of H. — **Theme 223:** Write seven letters, as follows: (1) a letter applying for a position, stating your qualifications, and giving references; (2) a letter making complaint of an unsatisfactory shipment; (3) a letter to a friend at whose house you have recently been entertained; (4) a letter to a stranger whom you suppose to be the owner of a pocketbook that you have found on the street; (5) a letter to an intimate friend telling the news and asking for a loan; (6) a formal note of acceptance, in the third person; (7) a formal note of regret, in the third person.

Composi-
tion of
letters

224. Study §§ 339-350 of H. — **Theme 224:** Write a letter of friendship one hundred words long; use a four-page sheet of writing paper (H., §§ 340, 343); enclose the letter in a proper envelope (§§ 344, 347). Write a business letter one hundred words long; use flat sheets of paper of note size (§§ 342, 345); enclose the letter in a commercial envelope (§§ 345*b*, 347). Write a business letter fifty words long; use a sheet of paper of full commercial size (§ 346); enclose the letter in a commercial envelope (§ 346*a*). Address and stamp the three envelopes (§§ 348-350).

Folding
enclosing
etc.

PRONUNCIATION

Words
often
accented
on the
wrong
syllable

*The
Brigands
of Bosnia*

225. Study pages 219, 220 of H. — **Exercise 225:**
Read the following passage aloud:

When I was a boy, I took great delight in an illustrated book entitled *The Brigands of Bosnia*. From inquiries I recently made at a book store for this admirable work, I learned that it has long been out of print. It may be, therefore, that my own worn-out copy is the only one now extant. The hero of the tale, the leader of the brigands, is Daniel Redmond, alias Deadshot Dan, a native of Ireland who has acclimated himself in Herzegovina. Dan is a man of Herculean stature and strength, yet graceful as a Venetian boatman navigating a gondola. He possesses, moreover, a face incomparably handsome in contour, a warm and hospitable heart, and a faculty of always saying something exquisitely witty and apropos. It was inevitable that the history of Dan should be my favorite work of literature. My elders, however, told me that my taste was despicable; that I ought rather to find pleasure in the admirable prose of Ruskin or the exquisite poetry of Goethe or the scholarly acumen of Matthew Arnold. My mother harassed me with alternate reproaches and entreaties. My father sometimes became exceedingly choleric in his remonstrance. Among all my adult friends not one ally could I find to support my preference. The minister delivered a formidable address to me, arguing that my devotion to *The Brigands* was positively impious — that it might be construed as a breach of the Fourth Commandment; he tried to illustrate his point by a quotation from Saint Augustine. I replied with a mocking grimace that the Fourth Commandment was not applicable, and that his quotation was not apropos. He then said he feared that perdition was my inevitable fate, and offered his condolence to my

parents upon having a son with a moral and æsthetic nature so lamentably depraved.

226. Study page 221 of H. — **Exercise 226:** Read the following passage aloud:

Words in which certain vowels are often mispronounced

Basil Beaurepaire, a young pianist who lived in New Orleans, was noted for his handsome person and his eccentric conduct no less than for his admirable music. He was as handsome as Adonis. He always wore a bouquet in his buttonhole and on his finger a jewel that would have done honor to a brooch of Queen Cleopatra. One of his odd vagaries was the notion that it was not obligatory on a pianist to respond to an *encore*, even though the summons of the audience was peremptory and was seven times repeated. He believed that his health required a diet consisting chiefly of piquant fruit, such as apricots, cantaloupes, shaddocks, and pomegranates. He believed that for exercising his muscles, the use of any other apparatus than the keyboard and the pedals of his pianoforte would be lamentable folly. In any interview he might have with his manager, a quarrel was almost inevitable. Basil was not at all amenable to the brusque dictation of the manager; his choler was almost sure to be aroused and to be expressed in words that could not be misconstrued. Once he went so far as to call the manager "a despicable pariah," whereupon the altercation became so violent that a constable was called to separate the combatants. Basil hated public notice: to escape it, he either rode through the streets in a closed brougham or else went incognito. He believed that the song of the cuckoo was incomparably the sweetest of all sounds — his own playing excepted. He believed that the stars infallibly presaged every man's future. In his own horoscope he read these presages: that he would triumph over a formidable clique of hostile critics, would be showered with innumerable bouquets, would receive the honor of sepulture in Westminster Abbey, and would thereafter be the subject of a two-volume biography. But as a matter of fact, the present paragraph is the only extant record of the vagaries of Basil Beaurepaire.

The Vagaries of Basil

The same
class of
words
continued

Buxton
and the
Opera

227. Study page 222 of H. — **Exercise 227:** Read the following passage aloud:

All that John Buxton did for a living was to clip the coupons from government securities. He employed his leisure in a way that made the literary world gape with wonder — namely, by writing a succession of scholarly articles on the following subjects: *The Culinary Utensils of the Ancient Greeks*, *The Elements of Mineralogy*, *How to Defalcate with Impunity*, *Observations on the Demise of the Queen*, *the Structure of the Jugular Vein in the Rabbit*, *Certain Diseases of Horses' Hoofs*, *The Genealogy of the House of Brunswick*, *Jousts in History and in Literature*, *Genuine and Spurious Italian Paintings*. He also wrote a book highly extolling the Conservative Party; but this panegyric was garrulous rather than convincing; in the opinion of many Liberals its conclusions did not follow logically from its premises. Be that as it may, John Buxton went to the theatre one evening to witness the presentation of a new Italian opera by a Milan composer. The music he thought extremely pretty. The argument was in part as follows: As a peasant is sitting by his hearth, enter a Herculean brigand, who, after premising that he is hungry, brusquely demands supper. The peasant hospitably answers that he shall have all he wants *gratis*. The implacable visitor seizes the peasant by his nape and admonishes him to hasten. After a hearty meal the impious guest slays his host with a blow on the jugular vein. Enter the constable and several trusty allies; they bind the brigand and carry him out, presumably to hang him to a crotch of the nearest tree or to drown him in the nearest creek. At this point John Buxton abruptly left the theatre and called his brougham, remarking that for stupidity this opera took precedence of any he had ever yet had the misfortune of hearing.

The same
class of
words
continued
An Abbreviated
Voyage

228. Study page 223 of H. — **Exercise 228:** Read the following passage aloud:

The regular programme of work that falls to my partner and me in our office is so arduous that no reasonable person would designate either his position or mine as a

sinecure. At the beginning of the last business season we both were incomparably sleek and admirably healthy; the following summer found us lamentably reduced in weight, with flaccid muscles and jaded spirits. The root of the trouble was the fact that we were confined too closely under a roof and had too little outdoor exercise. This fact we both recognized simultaneously one day in June, and we determined to take a pleasure excursion. Accordingly next day we embarked on the roily waters of the Ohio in a canoe well stocked with dried apricots, cantaloupes, biscuit, oleo-margarine, and culinary apparatus. We also took a supply of salve to use in case we were attacked by virulent insects, serpents, or other venomous creatures dear to zoologists but hateful to rational people. My partner also took his xylophone in order to beguile the evenings with the exquisite strains his skill enabled him to produce. As we pushed off from the quay, a sacrilegious person among the gaping bystanders uttered a mocking prayer for our safety. My partner, who (as his *penchant* for the xylophone suggests) was somewhat poetic, exclaimed uneasily, "'Tis an evil presage, I trow." And in fact it was. For on that same night, when we had entered a creek for the first halt on our route, we found ourselves lodged — inextricably, it seemed — in a slough. For a time we exchanged condolences. Then by Herculean efforts we got the boat free, and returned to the city, glad to abandon the rôle of sportsmen and resume the status of plain business men.

An Abbreviated Voyage

229. Study page 224 of H. — **Exercise 229:** Read the following passage aloud:

To a man who is not used to gaiety and luxuries, an invitation to attend a college boat-race and to dine afterwards at the Athletic Club is not a thing to be treated with indifference. Such was the opinion of Messrs. Lathrop and Hoyt on receiving, one February day, an invitation to the effect above mentioned from their wealthy and hospitable friend Sir Lawrence Merryweather. Sir Lawrence's name very often figured in the social columns

Words often mispronounced by the omission or addition of certain sounds Merryweather and Company

Merry-
weather
and Com-
pany

of the newspapers. He was famous for his exquisite Persian rugs, his incomparable collection of old daguerreotypes, his eloquent though somewhat turgid oratory in Parliament, his monographs on the German auxiliary verbs, his prowess as an athlete, and the victories won by his admirable racing yacht, the *Falcon*. It was therefore inevitable that his young *protégés*, Messrs. Lathrop and Hoyt, should feel flattered by his invitation. Mr. Lathrop, to his poignant grief, could not accept, being engaged on the day of the race to superintend the laying of a new conduit in the city aqueduct. Over this grievous misfortune he swore a sacrilegious oath; then he tried to console himself by playing on the pianoforte a more or less altered version of a *Miserere* by Beethoven. Mr. Hoyt, however, attended the race with Sir Lawrence. In the course of this event a lamentable casualty occurred. One of the boats collided with a buoy which some mischievous student had cut adrift, and the crew were drowned. Messrs. Merryweather and Hoyt then proceeded to the Athletic Club, where they dined on salmon, slippery elm, burnt almonds, oleo-margarine, pumpkin pie, and other exquisite delicacies *ad infinitum*. Next day the bodies of the drowned athletes were recovered, were duly wrapped in cerements, and received such honorable sepulture as is due to men who die for their *alma mater*.

Sundry
words

230. Study page 225 of H. — Exercise 230: Read the following passage aloud:

The
Debut of
Marie

The pretty and vivacious young actress Marie de Villefort was to make her *debut* in *The Inevitable Nemesis*, a posthumous work of the most distinguished modern English playwright — *vis.*, Sir Arthur Pine Roe. I mean her *debut* in so-called legitimate drama; for she had often performed in vaudeville, winning much applause by her piquant grace and humor. On the night of her new venture the *foyer* was thronged with people debating the question whether she would succeed. It was the general opinion that Marie was making a lamentable mistake; her success in vaudeville was held to be irrelevant to the

question, because an actress might be altogether admirable in vaudeville and yet fail in the interpretation of a masterpiece of dramatic literature. The *dramatis personae* of the play chosen for presentation included an athlete recently escaped from gaol, a manufacturer of sarsaparilla, a garrulous old negress named Cleopatra, a disheveled maniac named Antony, and a pretty housemaid. The curtain rose. Behind the scenes was heard the ominous sighing of a February wind, presaging a scene of poignant tragedy. Marie was discovered in the rôle of the housemaid, in careless dishabille, dusting the furniture. Presently she looked at the clock and exclaimed, "It is the hour of our rendezvous." She then explained to the audience that she and a few mischievous allies had arranged to meet and give a charivari to a newly married neighbor. At this point Marie was stricken with paralysis of the larynx, and the play came to an unexpected *finis*.

231. Note the pronunciation of the following words: Sundry words

Correct pronunciation

accoutrements	ak koo' ter ments
acoustics	a kous' tics
architect	ar' ki tect
architecture	ar' ki tecture
arctic	ark' tic
asphalt	äss fält (not "az fault")
automobile	automō' bil (not "-mo bēl'")
cabal	cabäl'
desultory	des' ul to ry
diphtheria	dif the ri a (not "dip-")
inveigle	invêgle
Louisiana	Loo' e ze a' na
New Orleans	New Or' le ans (not "Or leens'")
percolate	per' ko late (not "-kew-")
percolator	per ko la tor
appendicitis	appendicitis
bronchitis	bronchitis
peritonitis	peritonitis
tonsillitis	tonsillitis

Exercise 231: Read the following passage aloud:

I was once inveigled into attending a lecture delivered by an arctic explorer in New Orleans, Louisiana. The acoustics of the hall were so poor that I could not hear all the address, but what I did hear seemed garrulous, desultory, and incomparably dull. The speaker told of the many formidable dangers and difficulties that must be faced by arctic travelers — of the diseases they are likely to catch, such as diphtheria, tonsillitis, peritonitis, bronchitis, and appendicitis; and of the grievous casualties that are well-nigh inevitable. He went into detail *ad infinitum* in describing the accoutrements with which he had provided himself. He enumerated his culinary utensils, among which, I remember, a coffee-percolator was included. He descanted on the exquisite hues of the *aurora borealis*. He expatiated on the architecture of the Esquimaux houses and the genealogy of their inmates. Incomparable architects the Esquimaux must be, truly! and a pretty set of ancestors they must have! The lecture was full of irrelevant observations on the zoology and mineralogy of Greenland. Apropos of his alleged journey to the North Pole he expressed his contempt for a despicable cabal of rival explorers who harassed him by incessantly questioning his veracity. Finally, as a graceful tribute to his audience, he said that he was glad to exchange a sledge for an automobile, and the ice-floes of the far north for the asphalt pavements of New Orleans.

Polar
Oratory
in the
Tropics

The *iew*
sound in
new
student
Tuesday
due, etc.

232. A common mistake in spoken English is the use of the *oo* sound instead of the *iew* sound. For instance, the word *tune* is often pronounced "tōon" (*oo* as in *boot*), whereas it should be pronounced *tiēwn* (*iew* as in *view*); *new* is often pronounced "nōo," whereas it should be pronounced *niew*. The *iew* sound is represented in various ways: by *u*, as in *use*, *future*, *confuse*, *cube*; by *ue*, as in *hue*; by *eu*, as in *feud*; by *eau*, as in *beauty*; by *ew*, as in *few*; by *iew*, as in *view*; and by several other combinations of letters.

Observe that in the words just cited, *u*, *ue*, *eu*, *eau*, *ew*, and *iew* are simply different means of representing the same sound. This sound occurs in the words listed below. To substitute the *oo* sound in these words — to say, for instance, “*stoo*dent,” “*Toos*day,” “*endoor*” — is like saying “*footure*” for *future*, “*foo*” for *few*, “*confoose*” for *confuse*, or “*bootiful*” for *beautiful*.

The *iew*
sound

Correct pronunciation

allure	alliew (not “alloor”)
arduous	ardiewus (not “ardoous”)
assume	assiewm (not “asoom”)
avenue	aveniew (not “-noo”)
constitution	constitiewshun (not “-tooshun”)
inure	iniew (not “inoor”)
knew	niew (not “noo”)
lieutenant	lieutenant (not “loo-”)
mature	matiew (not “-toor”)
new	niew (not “noo”)
news	niews (not “nooz”)
newspaper	niewspaper (not “noose-paper”)
consume	consiewm (not “-soom”)
dew	diew (not “doo”)
due	diew (not “doo”)
duty	diewty (not “dooty”)
endure	endiew (not “-door”)
immature	immatiew (not “-toor”)
induce	indiewce (not “-dooce”)
innumerable	inniewmerable (not “-noom-”)
institution	institiewshun (not “-tooshun”)
numerous	niewmerous (not “noo-”)
opportunity	opportiewnity (not “-toonity”)
presume	preziewm (not “-soom”)
produce	prodiewce (not “-dooce”)
pursue	pursiew (not “-soo”)
reduce	rediewce (not “-dooce”)
renew	reniew (not “-noo”)
resume	reziewm (not “-soom”)
stew	stiew (not “stoo”)

The *iew*
sound

student
stupid
substitute
sue
suit
tube
Tuesday
tune
tutor

Correct pronunciation

stiewdent (not "stoo-")
stiewpid (not "stoo-")
substitiewt (not "-toot")
siew (not "soo")
siewt (not "soot")
tiewb (not "toob")
Tiewsday (not "Toos-")
tiewn (not "toon")
tiewtor (not "tooter")

In the word *literature* the last syllable should not be pronounced "toor," but in the same way as *ture* is pronounced in *nature*, *picture*, *furniture*, and *future*, the *u* having a sound like *iew*, but shorter. — **Exercise 232:** Read the following passage aloud:

Diversi-
fied
Indus-
tries

It is erroneously assumed by many people that students in this institution have no more serious duties to perform than to play tunes on the guitar. Sensational newspapers have produced this impression, and I presume that the idleness and frivolity of a few immature freshmen have given it some color of truth. But such students as these are not fairly representative of the institution. The fact is that most of us who are pursuing the regular course here are burdened with scholastic duties so numerous and arduous that we hardly have opportunity even to inform ourselves about the news of the day. Consider for example my own programme for any day — say Tuesday. Before the dew is yet dry on the grass, I am busy studying constitutional law. After renewing my strength with a cup of coffee, I walk up the Old Elm Avenue to Newman Hall to attend a very stupid lecture on zoology. At nine o'clock I am due at the chemical laboratory, where I work for two hours with test-tubes and other apparatus. Then comes my luncheon of veal stew and new-mown lettuce. At one o'clock I resume my work. First comes the class in mineralogy, then a lecture on Greek literature. At three I must either put on my tight fitting suit and officiate at military drill as first lieutenant or else provide a substitute.

At four o'clock comes athletic practice, by which I endeavor to inure myself to violent exertion and to gain strength and endurance. A not very alluring chapel service — at which, however, attendance is obligatory — is held at five. After this I dine, and then consume innumerable hours in producing a theme which is due on Wednesday morning. A man who pursues such a course of work week after week cannot justly be said to live a life of careless ease. On the contrary, he is under a constant strain, which it is difficult for the strongest to endure. I knew a student who worked so assiduously that in an incredibly short time he was reduced to a mere skeleton and was forced to resort to the services of a tutor.



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